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ABSTRACT

The final report on a Mercy College (New York) program of mathematics and vocational English-as-a-Second-Language (ESL) instruction for limited-English-proficient workers in a manufacturing company is presented. The report consists of documentary materials, and is organized according to the five chronological terms in which the program operated, from fall 1993 through fall 1994. ESL courses were offered at four levels and one basic mathematics course was offered. Introductory sections outline staffing, scheduling, and program evaluation and dissemination activities. Subsequent sections present information on each course, including class list, pretest used, course outline, posttest, test results for each student, and student progress reports. In a prefatory letter, it is noted that the scope of the program has broadened to include ESL and living skills instruction not directly related to job performance, to meet worker requests and enhance productivity. The report does not contain a program evaluation. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 384 272

FINAL REPORT

Workplace Literacy Project

V198A30222

Louis Lopilato
Project Director

Mercy College
555 Broadway
Dobbs Ferry, New York

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INTRODUCTION

The topic of workplace literacy has become a challenge to educators, corporate managers, and public officials. Despite the attention paid to the subject, however, there has been little agreement about three perplexing problems that confront all project directors: what to teach, how to teach it, and for whom should it be taught. And despite the fact that many project directors would agree that experience is the best teacher, most curriculum design for the workplace has come not from curriculum developers or instructors themselves but from workers/students, their supervisors, and their managers. Students, primarily, have been invited to comment on the curriculum design. For example, students were frequently asked to volunteer their ideas about literacy training needed in their current job, and what training they would need to qualify for job advancement.

Throughout this program, the approach to curriculum design is perhaps its most significant distinguishing feature. A determined effort was made to avoid the rigidity of teaching into a fixed lesson plan, a practice so often found in ESL courses. Rather, every effort was made to keep the curriculum a dynamic document, always changing in response to changing needs.

The Curriculum Developer for this project set the stage for the entire program by designing the initial course curricula. Nonetheless, that effort, as thorough as it was, could have only been a first approximation to many subsequent revisions. Throughout the project, a course's curriculum was revised as needs changed.

Input from students, supervisors and managers continually caused daily lesson plans to be reworked. Then, at the end of each course, a final and much revised curriculum was developed.

The conflict between teaching strictly workplace specific lessons, as specified by the grant, and meeting student requests for more generic learning proved to be troublesome. It did present continual problems for instructors. They dealt with the issue by teaching generic topics when the lesson could be somehow be related to work. Participants volunteered information about off-the-job problems they were experiencing that affected their ability to work effectively. Such experiences defined specifically the core of each generic lesson plan. For example, some students wanted to learn how to read bus signs that would enable them, independently, to travel between home to work.

This approach not only did not violate the contractual essence of this workplace literacy project, it conveyed the message that effective workplace literacy training, however parochial it may be in concept, must include some generic learning to be effective. Implicitly, then, a well designed curriculum will take into consideration all the literacy needs of a worker. This is a holistic approach to learning.

ORGANIZATION OF INFORMATION

The following sections in this packet are separated into the five chronological terms in which courses were offered:

Term 1	4 Oct 93 - 16 Dec 93
Term 2	2 Jan 94 - 17 Mar 94

Term 3	21 Mar 94 - 2 Jun 94
Term 4	6 Jun 94 - 1 Sep 94
Term 5	6 Sep 94 - 17 Nov 94

The course list is as follows:

Level A - for beginning ESL students

Level B - for low, intermediate ESL students

Level C - for intermediate ESL students

Level M - for basic math skills

Level Q - for advanced ESL students

Each class met 3 hours a week, there were 11 weeks in each term, total instructional hours amounted to 33/course/term.

Presentation of material for each course, in each term, is in the following order:

1. Class List
2. Pretest
3. Course Outline
4. Lessons
5. Post Test
6. Test Results
7. Student Progress Reports

Over the course of the program some instructional material was lost, consequently, there are a few omissions of information in the packet.

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26 April 1995

Ms. E. Miller
U.S. Department of Education
400 Maryland Avenue, SW
Switzer 4512
Washington, D.C. 20202-7327

Dear Ms. Miller:

I am pleased to submit to you the concluding report for my Workplace Literacy Project. I have enclosed with this letter a copy of the Final Project Evaluation Report and copies of instructional material. Duplicates of everything contained herein will be distributed according to the dissemination plan.

A notable outcome of this Workplace Literacy Project is that Semi Alloys (the corporate partner) is continuing with the project at their expense. The new program's teaching model is essentially unchanged, however, the company is offering fewer classes because of the expense.

The course content is now broader in scope, focusing on worker needs rather than the workplace exclusively. For example, instructors are now teaching, besides job related topics, about public transportation (how to take a bus to work, to the store, to the doctor's office, etc.), foods, health, personal hygiene, and other topics related to the student's well being.

This is a holistic approach to productivity. The happier workers are, the more secure they feel about themselves and their total environment, the more productive they will be at work.

Dr. Paul Jurmo's report gives a complete evaluation of the project, so it is unnecessary for me to say anything here, except that it was a success. Perhaps the single most important accomplishment, if one can be singled out over the others, is that most of the participants now feel confident about their learning ability. All of the students are now reaching for higher levels of education; to some, completing the GED is now a real possibility.

The specific goals established in the project proposal are very difficult to evaluate. Semi Alloys, as a part of its continual improvement program, has upgraded the technology it uses in production. Therefore, improvements in productivity attributable to education are extremely difficult to distinguish from increased productivity due to capital enhancement.

There is one area, however, that has shown remarkable improvement that is directly related to this program. Fewer complaints are being logged against the company's security guards. They (those workers that attended classes) are now capable of receiving telephone messages and forwarding them to the respective managers. This is especially important to management because many foreign customers are in a different time zone and need to call orders into the company when nobody is working except the security guards--they answer all telephone calls after 6:00 pm.

Most of the courses ran according to the original schedule. There were changes, however, in the last five week session. The period was originally designed to address the special educational needs that were experienced during the year in each of the four courses (Levels A,B,C and Math). By eliminating this period, funding became available to create a Level Q course. The "Q" course offered advanced instruction to Semi Alloys' high skilled employees that had educational needs not met by the lower level ESL courses. Most of the students in this class were well educated in their first language, but had problems communicating in English. This was an ESL course for professionals with some knowledge of our language. The focus of instruction in this course was on writing, speaking and listening effectively.

The fourth term was eliminated in the Math course because of a drop in attendance. The workers enrolled in this course came under heavy pressure from their supervisors to increase their output. The company had received record orders for their product and key employees were in the Math class. By eliminating this term of Math funding was available to continue the Level Q course during the fourth term.

Most of the employees that started the program finished the course work through term four and are continuing with the program, now supported by the company. There were some employees who stopped attending classes because of pressure from their supervisors to remain on the job. These workers held key operating positions and the pressure on them and their supervisors to meet production demands was strong. In addition, several employees left the company to find work elsewhere or to return to their home countries.

Management at Semi Alloys is grateful for the splendid opportunity the Dept. of Ed. gave them to participate in this partnership project. They intend to gainfully use the beneficial effects the program has produced. In closing, I should like to express my appreciation to you for your continual support, and to the Dept. of Ed. for funding the project.

Respectively submitted,

Louis Lopilato
Project Director
V198A30222

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REPORT ON PERSONNEL

There were no changes in key personnel (Projector Director or Project Manager) during the course of this program. The project secretary, however, did change three times. Low salary is the reason each secretary left this position.
The secretaries were as follows:

1.	Kathy Cortes	26 Jul 93 - 20 Nov 93
2.	Iris Traveras	8 Dec 93 - 19 Mar 94
3.	Chris Vilato	20 Jun 94 - 30 Dec 94

Instructor turnover occurred on several occasions, the list and dates are as follows:*

Level A	
Anna Brown	4 Oct 93 - 16 Dec 93
Joan Wagman	2 Jan 94 - 19 Oct 94
Sally Fagan	31 Oct 94 - 17 Nov 94
Level B	
Joyce Fish	4 Oct 93 - 16 Dec 93
Anna Brown	2 Jan 94 - 17 Mar 94
Joyce Fish	21 Mar 94 - 2 Jun 94
Joel Brodkin	6 Jun 94 - 1 Sep 94
Joyce Fish	6 Sep 94 - 17 Nov 94
Level C	
Nancy Esparta	4 Oct 93 - 17 Nov 94
Level M	
Carole Bergen	4 Oct 93 - 3 Jun 94
Wei Lee	6 Jun 94 - 1 Sep 94
Level Q	
Anna Brown	4 Oct 93 - 17 Mar 94
John Kacandes	21 Mar 94 - 1 Sep 94
Joyce Fish	6 Sep 94 - 17 Nov 94

* See instruction schedule

INSTRUCTION SCHEDULE

1993

Term 1:	4 Oct - 10 Dec	Instruction
	13 Dec - 16 Dec	Grading and Consultation

1994

Term 2:	2 Jan - 10 Mar	Instruction
	14 Mar - 17 Mar	Grading and Consultation
Term 3:	21 Mar - 27 May	Instruction
	31 May - 2 Jun	Grading and Consultation
Term 4:	6 Jun - 25 Aug	Instruction
	29 Aug - 1 Sep	Grading and Consultation
Term 5:	6 Sep - 10 Nov	Instruction
	14 Nov - 17 Nov	Grading and Consultation

WEEKLY CLASS SCHEDULE*

Time	M	T	W	T
10:30 am - 12:00 noon		Q		Q
12:30 pm - 2:00 pm		B		B
1:00 pm - 2:30 pm	M		M	
2:30 pm - 4:00 pm	A	C	A	C

* Each class meets 3 hours/week; there are 11 weeks in each term (including the Grading and Consultation period); total instructional hours amount to 33/course. There are 5 courses (A, B, C, M and Q) in each term for a total of 165 hours/term. There are 5 full terms over the grant period for a total of 726 instructional hours.

Courses A, B, and C (ESL) are offered in all five terms. Course Q (Oral and Written Communications) is also offered in all five terms and course M (Math) is offered in the first four terms.

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REPORT ON EVALUATION ACTIVITIES

The first site evaluation took place on 13 & 14 Sep 93 by the project evaluator Dr. Paul Jurmo. He attended the monthly meeting of company managers and the Project Director; toured the plant; met with instructors and supervisory personnel in the shop; spoke with students; and reviewed the curriculum design.

The second site evaluation took place on 27 & 28 Apr 94. The evaluator focused on the program's operational activities: he compared the project's original objectives to any changes that may have occurred; he established what the was accomplished to date; he looked for what was working and what was not working; he offered suggestions on how the program might be improved.

The final project evaluation took place 6, 7 & 8 Dec 94. The evaluator revisited the site to interview instructors, students, managers, shop supervisors, and the Project director; he attended the project's final monthly meeting; and had telephone interviews with the company's personnel manager. Dr Jurmo reviewed: the primary goals and objectives of the project; the degree those goals were achieved; the project's unanticipated outcomes; factors contributing to success; and, factors that were obstacles. He assessed the programs strengths and limitations. He evaluated: how goals were set and revised; how progress was monitored and needed changes made in program activities; the content and format of instructional activities; how staff were selected, trained and supported over the life of the project; and, communications between the educational staff and Semi-Alloys management.

The final report was a positive statement about the success of the program. It recognizes the innovative techniques that instructors developed for their classes, in addition, the report gives helpful suggestions for strengthening any weaknesses perceived by the evaluator. Overall, the project was a remarkable success in many areas, but the single most important achievement is that it gave many workers an opportunity they never had before--a chance to improve themselves.

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REPORT ON DISSEMINATION

The following reports have been sent to the addresses listed below: formal performance report, evaluation report, and curriculum materials.

1. ERIC Clearing house on Adult Career and Vocational Education and Training for Employment, 1900 Kenny Road Columbus, Ohio 43210.

2. U.S.Dept. of Education, ERIC Clearinghouse on Adult Education and Literacy, Switzer 4428, Washington, D.C. 20202-7240.

3. Dr. Martha Pocsi, N.E. Curriculum Coordinating Center, N.J. State Dept. of Education, Div. of Vocational Education, Crest Way, Aberdeen, N.J. 07747.

In addition, three representative samples of curriculum materials, developed by this program's instructors, were sent to Ms. Andrea Binder, Workforce Education Consortium, Richland College, Dallas, Texas 75243-2199.

CLASS LIST

LEVEL: A-English

INSTRUCTOR: Anna Brown

TIME: 12:30-2:00

DAYS: Tues. & Thurs.

NAMES

1. Aquino, Susana
2. Arriaga, Margarita
3. Betancur, Libardo
4. Bui, Dung
5. Cruz, Ricardo
6. Herrera, Alicedes
7. Herrara, Ramon
8. Medina, Maria
9. Robles, Miguel
10. Rodrigues, Grecia
11. Santana, Ada
12. Truong Thanh Thu
13. Jimenez, Victoria

PRETEST

LEVEL A

TERM-1

NAME:________________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?
2. What's your job called?
3. What is the first thing you do when you begin working?
4. What do you do next in your job as_______________? (see #2)
5. What else?
6. Tell me an important safety rule at Semi-Alloys.
7. What's your Social Security Number?
8. What's the phone number for Semi-Alloys?

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:_______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

COURSE OUTLINE

LEVEL A

TERM-1

The purpose of Level A is for students to learn fundamental listening, speaking and reading skills in English with special concentration on vocabulary used in the workplace.

Objectives:

1. Competency in oral production of communication strategies for greetings, question formation, ability/inability, agreement, reporting information, certainty/uncertainty, checking and indicating understanding, clarification, and focusing attention.

2. Integration of grammatical structures with above

Strategies.

   A. simple present tense

   B. present progressive tense in affirmative, negative and question forms

   C. subject pronouns and possessive adjectives

   D. basic prepositions

   E. information questions with "what, where, when, and how"

   F. common adjectives and adverbs

   G. count/noncount nouns

   H. "can" and "can't"

3. Usage of vocabulary pertinent to the workplace in conjunction with the above strategies and structures.

4. Mastery of common general terms
   A. alphabet

   B. calendar (days of the week, months of the year)

   C. clock time

   D. safety signs

Methodology:

Individual and group oral practice. Role playing. Small group work. Pronunciation practice and correction. Dialogues. Dictionary usage. Video? Tapes? Listening practice.

Evaluation:

Pre and Post Tests - Oral Quizzes.

LESSONS
LEVEL A
TERM-1

I. The Alphabet - Two weeks

  A. Present the oral model

    1. Oral Repetition drills
      a. Group
      b. Individual

    2. Corrections

  B. Present the written alphabet - blackboard and handouts

    1. Printing
      a. Capital letters
      b. Small letters

    2. Cursive Writing
      a. Capital letters
      b. Small letters

    3. In - class writing practice

  C. Homework assignments on writing the alphabet

  D. Quiz - oral production

II. The Numbers from 0 to 10 - one week

  A. Present the oral model

    1. Oral Repetition drills
      a. Group
      b. Individual

    2. Corrections

  B. Present the written model - blackboard and handouts

    1. In - class written practice

    2. Homework assignment

    3. Corrections

  C. Quiz - oral and written production

III. The Numbers from 11 to 20 - One week

A. Present the oral model

1. Oral Repetition drills
   a. Group
   b. Individual

2. Corrections

B. Present the written model - blackboard and handouts

1. In - class written practice

2. Homework assignment

3. Corrections

C. Quiz - oral and written production

IV. Present Tense of Subject Pronouns and "BE" - Two weeks

A. Present affirmative, negative and question forms with contractions

Examples:
I’m an inspector.
He’s not a supervisor.
Are you a repairman?

B. Present the visual model - blackboard and handouts
1. In - class oral practice

2. Corrections

C. Present the written model - blackboard and handouts

1. In - class written practice
2. Homework assignment
3. Corrections

D. Quiz - oral and written production

V. Clock Time - One week - *

- A. Present the oral model
    - 1. Oral Repetition drills
        - a. Group
        - b. Individual
    - 2. Corrections
- B. Present the visual model - blackboard and handouts
    - 1. In - class oral practice
    - 2. Corrections
- C. Present the written model - blackboard and handouts
    - 1. In class written practice
    - 2. Homework assignment
    - 3. Corrections
- D. Quiz - oral and written production

*: Past, after, To, Of, O'Clock, quarter hour, Half hour, Minutes, a.m., p.m., Noon, Midnight.

VI. The Days of the Week - One week

- A. Present the oral model
    - 1. Oral Repetition drills
        - a. Group
        - b. Individual
    - 2. Corrections
- B. Present the visual model - blackboard and handouts
    - 1. In - class oral practice
    - 2. Corrections
- C. Present the written model - blackboard and handouts
    - 1. In - class written practice
    - 2. Homework assignment
    - 3. Corrections
- D. Quiz - oral and written production

VII. The Twelve Months of the Year and the Four Seasons - Two weeks

- A. Present the oral model
    - 1. Oral Repetition drills
        - a. Group
        - b. Individual
    - 2. Corrections

- B. Present the visual model - blackboard and handouts
    - 1. In - class oral practice
    - 2. Corrections

- C. Present the written model - blackboard and handouts
    - 1. In - class written practice
    - 2. Homework assignment
    - 3. Corrections

- D. Quiz - oral and written production

VIII. Ordinal Numbers and Calendar Unit - One week

- A. Present the ordinal numbers orally

- B. Present prepositions - "In" and "On" orally
  Examples: "in June; on June 1st"

- C. Present Question words - "What" and "When"
  Examples: "What's today?; When's your birthday?"

- D. Handouts with dates of all major holidays

"Methodology - Same as above"

IX. "Going to" Future - Two weeks

- A. Present "going to" future with forms of "be" and common verbs

Examples: I'm going to inspect some lids.
He's going to repair the machine.
They're going to work on Saturday.

"Methodology - Same as above"

N.B.: THERE IS A TOTAL OF 13 WEEKS BECAUSE MANY OF THE LESSONS OVERLAPPED FOR THE SAKE OF VARIETY.

POST TEST 1

LEVEL A

TERM 1

ORAL QUESTIONS

1. TELL ME:

   THE DAYS OF THE WEEK
   THE MONTHS OF THE YEAR
   THE SEASONS OF THE YEAR

2. SAY THE NUMBERS FROM 1-20

3. WHAT TIME IS IT?

4. WHAT'S THE DATE?

5. ARE YOU A COMBO ROOM OPERATOR?
   ARE YOU A BLISTER PACK OPERATOR?
   ARE YOU AN INSPECTOR?
   ARE YOU A MAINTENANCE PERSON?
   ARE YOU A GLK ASSLEMBER?
   ARE YOU A STUDENT?

6. ARE WE TAKING A TEST?

7. IS RICARDO GOING TO BUY LUNCH?
   IS GRECIA GOING TO DANCE IN CLASS?
   ARE WE SPEAKING FRENCH?
   AM I SITTING ON THE FLOOR?

8. WHERE IS THE ....?
   TEA
   COFFEE
   BAG
   MAP
   PENCIL
   SUGAR

9. WHAT ARE YOU TO DO TOMMOROW?

FINAL SCORES

LEVEL A

TERM-1

STUDENT 4

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	2
Vocabulary	3
Written Production	2
TOTAL	14
PRE-TEST TOTAL	
GAIN	

MAKING GOOD PROGRESS. CAN SEE A DEFINITE IMPROVEMENT IN PRONUNCIATION AND WRITING.

PRE AND POST TESTS RESULTS
LEVEL A
TERM-1

Anna Brown, Instructor

STUDENT #	PRE-TEST	POST TEST	GAIN/LOSS
1	12.0	15	+ 5.5
2	16	5	+ 4
3	13	9	0
4	11	14	+ 3
5	12	18	+ 1
6	11	0	+ 6
7	7	4	+ 3
8	14	11	+ 6
9	14	18	+ 5
10	14	0	+ 1
11	11	0	+ 9
12	13.5	18	+ 8.5
13	----	14	0
14	13	0	+ 8
15	----	9	0
16		0	
17		5	

FINAL SCORES
LEVEL A
TERM-1

STUDENT 1

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	2
Vocabulary	2
Written Production	2
TOTAL	15
PRE-TEST TOTAL	13
LOST	1

MAKING GOOD PROGRESS. SERIOUS STUDENT. HESITANT TO SPEAK.

FINAL SCORES

LEVEL A

TERM 1

STUDENT 2

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	1
Listening Comprehension	1
Fluency and Oral Production	1
Vocabulary	1
Written Production	0
TOTAL	5
PRE-TEST TOTAL	15
LOST	

MAKING PROGRESS. NEEDS A LOT OF TIME AND ASSISTANCE.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 3

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	2
Listening Comprehension	0
Fluency and Oral Production	1
Vocabulary	2
Written Production	2
TOTAL	9
PRE-TEST TOTAL	
GAIN	

MAKING PROGRESS. HIS DEAFNESS IS A SESIOUS PROBLEM FOR A LANGUAGE LEARNER. EXCELLENT ATTITUDE.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 4

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	2
Vocabulary	3
Written Production	2
TOTAL	14
PRE-TEST TOTAL	
GAIN	

MAKING GOOD PROGRESS. CAN SEE A DEFINITE IMPROVEMENT IN PRONUNCIATION AND WRITING.

FINAL SCORES

LEVEL A

TERM 1

STUDENT 5

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	3
Written Production	3
TOTAL	18
PRE-TEST TOTAL	
GAIN	

MAKING GOOD PROGRESS. EXCELENT ATTITUDE. HELPFUL TO OTHERS.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 6

SCALE	
Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	
Standard Language Structures	
Listening Comprehension	
Fluency and Oral Production	
Vocabulary	
Written Production	
TOTAL	
PRE-TEST TOTAL	19
GAIN	2

TOO MANY ABSENCES. DROPPED OUT.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 7

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	0
Listening Comprehension	1
Fluency and Oral Production	1
Vocabulary	1
Written Production	0
TOTAL	4
PRE-TEST TOTAL	--
GAIN	--

MAKING LITTLE PROGRESS. ENCUMBERED BY LACK OF LITERACY AND AGE.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 8

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	2
Listening Comprehension	2
Fluency and Oral Production	2
Vocabulary	2
Written Production	1
TOTAL	11
PRE-TEST TOTAL	--
LOST	--

MAKING GOOD PROGRESS. VERY GOOD ATTITUDE. NEEDS LOTS OF TIME TO IMPROVE WRITING SKILLS.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 10

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	
Standard Language Structures	
Listening Comprehension	
Fluency and Oral Production	
Vocabulary	
Written Production	
TOTAL	

TOO MANY ABSENCES TO EVALUATE. DROPPED OUT.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 11

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	
Standard Language Structures	
Listening Comprehension	
Fluency and Oral Production	
Vocabulary	
Written Production	
TOTAL	

TOO MANY ABSENCES TO EVALUATE.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 12

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	3
Written Production	3
TOTAL	18

MAKING GOOD PROGRESS. SERIOUS STUDENT WITH VERY GOOD ATTITUDE.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 13

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	2
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	2
Written Production	1
TOTAL	14

MAKING GOOD PROGRESS. AVERAGE BUT ENTHUSIASTIC STUDENT.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 14

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	
Standard Language Structures	
Listening Comprehension	
Fluency and Oral Production	
Vocabulary	
Written Production	
TOTAL	

TOO MANY ABSENCES TO EVALUATE. DROPPED OUT.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 15

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	2
Listening Comprehension	2
Fluency and Oral Production	1
Vocabulary	2
Written Production	1
TOTAL	9

MAKING PROGRESS. SEEMS TIRED AND OVERWORKED. AVERAGE STUDENT.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 16

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	
Standard Language Structures	
Listening Comprehension	
Fluency and Oral Production	
Vocabulary	
Written Production	
TOTAL	

TOO MANY ABSENCES TO EVALUATE. DROPPED OUT.

FINAL SCORES

LEVEL A

TERM-1

STUDENT 17

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	1
Listening Comprehension	1
Fluency and Oral Production	1
Vocabulary	1
Written Production	0
TOTAL	5

MAKING PROGRESS. VERY SLOW LEARNER, BUT CONSCIENTIOUS.

STUDENT REPORTS

LEVEL A

TERM 1

To: Yolanda Vilato, Personnel Manager, S.A.

From: Anna Brown, Instructor

RE: Student progress report, end of term 1

****

STUDENT

1. Making good progress, serious student, hesitant to speak.

2. Making progress, needs a lot of time and assistance.

3. Making progress, his deafness is a serious problem for a language learner. Excellent learner.

4. Making good progress, can see a definite improvement in pronounciation and writing.

5. Making good progress, excellent attitude, helpfull to others.

6. Too many absaences, dropped out.

7. Making little progress, encumbered by lack of literacy in first language and by age.

8. Making good progress, very good attitude, needs lots of time to improve writing skills.

9. Making good progress, serious, hard working student with very good attitude.

10. Too many absences to evaluate, dropped out.

11. too many absences to evaluate.

12. Making good progress, serious student with very good attitude.

STUDENT

13. Making good progress, average but enthusiastic student.

14. Too many absences to evaluate, dropped out.

15. Making good progress, seems tired and overworked. Average student.

16. Too many absences to evaluate, dropped out.

17. Making progress, very slow learner but conscientious.

Class List

Level B

Term I

Instructor: Joyce Fish

Time: 12:30 - 2:00

Days: Tues. & Thurs

Names

1. Aquino, Susana
2. Bui, Dung
3. Delgato, Juana
4. Cruz, Ricardo
5. Figueroa, Maria
6. Idrovo, Nuvia
7. Mena, Felicia
8. Malara, Isidro
9. Mendez, Miguelina
10. Mesa, Margarita
11. Naranjo, Maricela
12. Nguyen, Mong Cuc
13. Robles, Miguel
14. Rodrigues, Grecia
15. Solorzano, Maria
16. Truong, Thanhthu
17. Villota, Dilsa
18. Wang, Xi Zhen

PRETEST

LEVEL B

TERM-1

NAME:________________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?
2. What's your job called?
3. What is the first thing you do when you begin working?
4. What do you do next in your job as_______________? (see #2)
5. What else?
6. Tell me an important safety rule at Semi-Alloys.
7. What's your Social Security Number?
8. What's the phone number for Semi-Alloys?

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:_______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

CURRICULUM

LEVEL B

TERM-1

This level will concentrate on the following grammatical structures, and elaborate on those of level A also. If students do not have a functional knowledge of structures in level A, then the later parts of level B will be omitted.

Each structure will be introduced in the context of a conversation or reading. It will be practiced in a communicative context primarily, not as isolated sentences. In so far as possible, these will be workplace specific situations.

Past Tense

Regular verbs: She waited for the machine to warm up.
Irregular: The machine broke the lids.
Questions: Affirmative, negative: Did it break many of them?
Were they Plastalloy lids?

Using question words: Why did they break?
Whose work area is this?
Which of those packs did we send ?
What kind of lids does she inspect?

Future Tenses

Will, won't, all types questions: He'll bring the blister packs. Going to, negatives, questions: They're going to read those gauges.

Modals

Can/ could (as ability; permission), have to, must, had to, would you please: She can assemble 200 combos in ...minutes. Can I help him find the work order?

Pronouns

Direct and indirect pronouns:
The work orders? He gave them to her.

Infinitives with present tense: need, like, want, have to: She needs to check the welds.

CURRICULUM

LEVEL B

TERM-1

Level A structures will be used, and tested formally or informally for degree of mastery.

(See Level A curriculum for more detail)

If Level A work does not need much teaching for these students, we can continue with the following in Level B:

Past continuous tense:
was, were + -ing, negatives, questions
We were taking the supplies to the kitting room when you called.

Introduce count and non-count nouns, with definite and indefinite modifiers: many/much, a few/some, any, a lot, another, other, the others.
How many blister packs do you need?
How much foil do you have left?

Reflexive Pronouns
She did all the final inspections herself.

Comparisons, adjective: with -er, more than, better, worse
This batch is heavier than that one.
This batch is more perfect than that one.

Comparisons, adverb:
We use this type of lid more frequently than that.

Superlatives, adjective and adverb: with the __-est, the most, the least, the best, the worst:
This batch is the heaviest one today.
This is the most perfect batch we've done all week.

Homonyms (different spellings): to, too, two.
Homographs (different meanings or pronunciations): read now/read yesterday, graph (noun)/graph (verb).

REVISED CURRICULUM

LEVEL B

TERM-1

Purpose: The purpose of Level B , Term 1, is to increase students' confidence in their ability to learn, and to improve listening, pronunciation, speaking, and reading skills, with special concentration on vocabulary used in the workplace. This level will also introduce writing skills.

Objectives:

1. Competency in oral production of such workplace situations as: giving commands, making requests, giving or responding to directions, giving information, seeking permission, expressing intentions, stating opinions, giving polite replies

2. Competency in listening to short conversations or instructions and demonstrating comprehension of them.

3. Ability to read and demonstrate comprehension of selected passages from workplace procedures and workplace-related narratives.

4. Ability to read aloud, using correct pronunciation and intonation.

5. Ability to write basic phrases, numbers, and simple sentences used in the workplace.

6. Ability to use a variety of study techniques.

7. The above objectives will be met using contexts which include the following grammatical structures.

REVISED CURRICULUM

LEVEL-B

TERM-1

This level will concentrate on the following grammatical structures.

Each structure will be introduced in the context of a conversation or reading. It will be practiced in a communicative context primarily, not as isolated sentences. In so far as possible, these will be workplace specific situations.

Past tense
  Regular verbs: She waited for the machine to warm up.
  Irregular: The machine broke the lids.

Using the basic verb form for:
  Past questions with these question words:
    Why did the lids break?
    When did they break?
    Who broke them?
    What did the boss say?

  Future tenses
    Will: He will bring the blister packs.
    Going to: They're going to read those gauges.

  Commands: Shake the metal off your uniform.
  Present questions: (introductory lesson) Does the super teach new workers ?

Subject Pronouns and Possessive Adjectives
  He told the class about his job.

****

STUDY SKILLS TO LEARN AND PRACTICE

How to study from pronunciation cassettes and scripts, for oral practice and for writing

How to study from flash cards

How to make study sheets

How to study from study sheets

How to study in a group

Mercy College-Semi Alloys Workplace Literacy Program

REVISED LEVEL B CURRICULUM, AS TAUGHT TERM 1, OCT.-DEC. 1993

Purpose: The purpose of Level B , Term 1, is to increase students' confidence in their ability to learn, and to improve listening, pronunciation, speaking, and reading skills, with special concentration on vocabulary used in the workplace. This level will also introduce writing skills.

Objectives:

1. Competency in oral production of such workplace situations as: giving commands, making requests, giving or responding to directions, giving information, seeking permission, expressing intentions, stating opinions, giving polite replies
2. Competency in listening to short conversations or instructions and demonstrating comprehension of them.
3. Ability to read and demonstrate comprehension of selected passages from workplace procedures and workplace-related narratives.
4. Ability to read aloud, using correct pronunciation and intonation.
5. Ability to write basic phrases, numbers, and simple sentences used in the workplace.
6. Ability to use a variety of study techniques.
7. The above objectives will be met using contexts which include the following grammatical structures.

p.2 LEVEL B REVISED CURRICULUM, AS TAUGHT TERM 1, OCT.-DEC. 1993

This level will concentrate on the following grammatical structures.

Each structure will be introduced in the context of a conversation or reading. It will be practiced in a communicative context primarily, not as isolated sentences. In so far as possible, these will be workplace specific situations.

Past tense
  Regular verbs: She waited for the machine to warm up.
  Irregular: The machine broke the lids.

Using the basic verb form for:
  Past questions with these question words:
    Why did the lids break?
    When did they break?
    Who broke them?
    What did the boss say?

  Future tenses
    Will: He will bring the blister packs.
    Going to: They're going to read those gauges.

  Commands: Shake the metal off your uniform.
  Present questions: (introductory lesson) Does the super teach new workers ?

Subject Pronouns and Possessive Adjectives
  He told the class about his job.

****

STUDY SKILLS TO LEARN AND PRACTICE

How to study from pronunciation cassettes and scripts, for oral practice and for writing

How to study from flashcards

How to make study sheets

How to study from study sheets

How to study in a group

LEVEL 2 CURRICULUM

This level will concentrate on the following grammatical structures, and elaborate on those of level 1 also. If students do not have a functional knowledge of structures in level 1, then the later parts of level 2 will be omitted.

Each structure will be introduced in the context of a conversation or reading. It will be practiced in a communicative context primarily, not as isolated sentences. In so far as possible, these will be workplace specific situations.

Past Tense

Regular verbs: She waited for the machine to warm up.
Irregular: The machine broke the lids.
Questions: Affirmative, negative: Did it break many of them?
Were they Plastalloy lids?

Using question words: Why did they break?
Whose work area is this?
Which of those packs did we send ?
What kind of lids does she inspect?

Future Tenses

Will, won't, all types questions: He'll bring the blister packs. Going to, negatives, questions: They're going to read those gauges.

Modals

Can/ could (as ability; permisiion), have to, must, had to, would you please: She can assemble 200 combos in ...minutes. Can I help him find the work order?

Pronouns

Direct and indirect pronouns:
The work orders? He gave them to her.

Infinitives with present tense: need, like, want, have to: She needs to check the welds.

CURRICULUM LEVEL 2

Level 1 structures will be used, and tested formally or informally for degree of mastery.

(See Level 1 curriculum for more detail)

If Level 1 work does not need much teaching for these students, we can continue with the following in Level 2:

Past continuous tense:
was, were + -ing, negatives, questions
We were taking the supplies to the kitting room when you called.

Introduce count and non-count nouns, with definite and indefinite modifiers: many/much, a few/some, any, a lot, another, other, the others.
How many blister packs do you need?
How much foil do you have left?

Reflexive Pronouns
She did all the final inspections herself.

Comparisons, adjective: with -er, more than, better, worse
This batch is heavier than that one.
This batch is more perfect than that one.

Comparisons, adverb:
We use this type of lid more frequently than that.

Superlatives, adjective and adverb: with the __-est, the most, the least, the best, the worst:
This batch is the heaviest one today.
This is the most perfect batch we've done all week.

Homonyms (different spellings): to, too, two.
Homographs (different meanings or pronunciations): read now/read yesterday, graph (noun)/graph (verb).

TESTING PHILOSOPHY

LEVEL-B

TERM-1

CHANGES IN METHODOLOGY AND TESTING PROCEDURES

Early in Term 1, it became apparent that most students would only make progress if their level of confidence improved. They needed confidence in their ability to learn and confidence in demonstrating and applying their learning.

Perhaps one factor that contributed to their discomfort level is endemic to workplace programs. Unlike most adult ed students, these students had not taken the initiative to seek a class. It came to their workplace, and although instructors were told that students volunteered to come and were not pressured, they may have felt pressured to improve, since this was work-release time.

Some students had what they described as very little educational background, although all were literate. US teaching and testing methods were obviously new to many.

Consequently, discussions and demonstrations of study techniques were incorporated into the curriculum.

Because so many students were unduly inhibited during any type of individual class work, whole class instruction with volunteer participants was often followed immediately by small group work to encourage further practice by all.

Group rules were established so that each student would participate orally and each would see and approve the "recorder's" work. Then, after the instructor was called to check it, all wrote the correct version.

On several occasions, students who were generally seen by themselves as weak students received affirmation in their group, as the instructor or other group members heard them give information which more self-assured students had missed!

Pronunciation practices were often requested by the class, to read narratives and study sheets. These practices were done chorally, first by the class repeating phrases the instructor read, and then by groups of 2 or 3 at a time.

Cassette tapes were developed and techniques for studying them were demonstrated. (The first tape was made from a commercial text, and had a script in both languages. The second tape was workplace specific, with an English only script.) Many students expressed enthusiasm for these cassettes. One who often wanted somebody to translate class instructions into Spanish, said that with the tapes he was understanding more. His final oral test showed marked improvement in pronunciation. Another student reported that her daughter noticed a big improvement in her pronunciation.

TESTING

Assurances were given that all class work was confidential--that a student's achievement was known only by him/her and the instructor. However, that did not have a noticeably calming effect.

Any type of mini pre-test raised anxiety levels, even though students understood that the purpose was for them to self-monitor gains. The pre-tests were re-used immediately as teaching devices, with students working on a second copy together with the instructor. However, because of continued anxiety, learning was limited, so pre-tests were largely abandoned. In a class of 13, instructional needs were readily observable, though they could not be quantified statistically.

After oral practices and group work, practice-tests were given. These often had the exact format of the "real" test to come. These practice tests were sometimes started as individual work, and finished and checked by group work. Or vice versa.

However, even after all seemed to have mastered the practices, test-anxiety was so high that some students predictably wrote wild answers on any paper. Because this is an experimental program, it was decided to change both testing and grading procedures, using them in the confidence-building process.

Therefore, it evolved that the instructor went to each student during every quiz, to see that directions were being followed, to give a smile of approval for a correct answer, and to give hints for rethinking incorrect answers.

In grading many papers, # right/ total # of answers was written on the paper. No percentage grades were given. Class was praised frequently for progress, and individual progress was noted privately.

Giving students a sense of mastery was all-important, the instructor felt. Even on final exams, hints were given, until all had reached a high standard of performance. The # of hints was indicated on papers. (See charts of testing.)

Over the course of the term, students became more confident about writing from dictation. It became the least threatening type of test. Dictations were taken from papers students had previously read in class and studied for some other purpose. Scoring was again, the # of words right, and then a score added and noted for words that were obviously heard correctly, but misspelled.

RECOMMENDATIONS FOR TESTING

In the next term, if dictations are the only method of written testing, I believe that it will continue to build confidence, and there will be more class time for real communicative activities. Other types of quizzes and practices often took more time than warranted.

With planning, comparable pre- and post-test dictations can be used. During the term, dictations can include any structures being studied. Scoring can include a separate score on the correct use of those structures.

The method for dictation which evolved, and I recommend is: Read each sentence only slightly slower than conversational speech, with natural intonation and phrasing. Repeat the sentence in phrases, with pauses. Repeat the sentence several times, standing in different parts of the room. When the dictation is complete, read the entire thing again.

Two methods of immediate feedback that were used, are recommended: Early in the term, as soon as the papers are collected, repeat the dictation, and when most students have completed a sentence, begin writing it on the board. Complete each sentence this way. Have students note the number of words they have right.

Later in the term, when students finish the dictation, they keep their papers, putting down their pencils, and look at a paper containing the correct text, to note roughly how many words they had correct. Then their papers are collected, scored, and returned in the next class.

HANDOUTS, LEVEL B, TERM 1

10/5/93	The Mean Boss, p. 87-91 Picture Stories for Beginning Composition, S. Heyer, Regents '83
	Hello My Name Is...
10/7	We Went to the Supermarket, p. 95 Side by Side 1, Molinsky, Bliss, Prentice Hall '80
	This week I (class evaluation)
10/12	Mary's Terrible Day, p. 138 Side by Side 1, 2nd Ed, 1989
	Pre-Test (oral)
10/14	Dictation from "Mary's Terrible Day" (see above)
	Using the Past Tense--Answers to "We Went to the Supermarket" (see also above)
	Late for Work , p. 141 Side by Side 1, 2nd Ed.
10/19	Pasts--base form to past form study sheet
	More Pasts--"Friday Lucy..."
	100 Verbs with Irregular Past Forms, Language Innovations, Inc. 1972
	Reading Practice
	Reading Pretest: "Juan applied..."
	Bill Cosby Show (preparatory reading)
10/21	Maria at Work --past tense test
10/26	Work Order
	A Work Order for Japan (regular pasts)
	Good Quality Products (base form or past?)Study Sheet
10/28	Countries of Students
	Halloween Vocabulary Pictures, p. 150 LinguiSystems, Inc. 1989
	Dictation from "More Pasts"--"Lucy ate..."

Handouts, p. 2   Level B, Term 1, 1993

11/2	In class I'm learning (class evaluation)
	Lesson 14, 15 P. 60-67 *Practical English*
	Taking a Video of the Twins, Bill Cosby Show script
	I Brushed My Teeth, p.136 *Side by Side 1*, 2nd Ed.
11/4	Was or were?
	Pronouns (re: students in their countries, w/ chart)
11/9	Taking the Bus to Work, sequenced pictures, adapted from *Action English Pictures*, Takahashi, Frauman-Prickel, Alemany Press, 1985, p.63.
	Jobs the Class Has (subject pronouns and possessives)
	Small Fire , p. 85 *Picture Stories*, Ligon, Tannenbaum, Longman 1990
11/16	We Tell About Our Jobs (from students' dictation to the teacher)
	Juan's Family: Ages (pre-test on use of present tense of *to be* with age
	Using Pronouns (Ada listened ...)
	Lesson 15, p. 68 *Practical English*
11/18	Lesson 16, p.70-71 *Practical English*
	Everybody Talked about Semi Alloys Jobs (Pronoun test as group work)
	Ada's Bad Day at Work--More Pasts
	In class I am learning (class evaluation)
11/23	Using Pronouns-(Juan listened...)--retest
	Dictation from We Tell About Our Jobs--Felicia
	We Tell About Our Jobs, p.2
	Shadowgraph--Miguelina's Drawing of a Machine
	Asking Questions--Miguelina and the Shadowgraph

Lesson 17 Practical English

p.3 Handouts, Level B Term 1, 1993

11/30 Working at Semi-Alloys--Sentences Using the Basic Form and the Past Form

2 Kinds of Pronouns and Possessives

Part I--Subject Pronouns Post-Test

Pronunciation Tape from Mrs. Fish's Class (table of contents)

12/2 Flash Cards

12/7 II. Possessives Practice Test (Bill has a family...)

II. Possessives Post-Test (Pablo...)

12/9 Make Questions (Did....Yes, I broke...) Practice Test

Make Questions (Did.....Yes, Carmen saw...) Post-Test

III. Another Kind of Pronoun (object pronouns)

12/14 A Conversation I Had (Margarita)

We Tell About Our Jobs, p.3

Lesson 18-20, Practical English

Questions about Work--do, does, did

Oral Post-Test

Hello!

Hello. My name is Joyce Fish. I am married. My husband and I live in Yonkers. We have 3 children - one son and two daughters. They are all married. My son and his wife live in California. He drives a taxi sometimes. My youngest daughter lives in California, too. She has a 3 -year old son. She is a computer artist. My other daughter lives in Washington, D.C. She has a 1 1/2 year old son. She is a social worker.

I have one sister. She and her family live in New Hampshire. My husband and I are both retired, and we both teach a little now. We like to bike, swim, dance, sing, go camping, read--and teach.

Please write about you.

PASTS

base form	past form
1. get	1. got
2. have	2. had
3. give	3. gave
4. come	4. came
5. take	5. took
6. write	6 wrote
7. read	7. read
8. do	8. did
9. buy	9. bought
10. go	10. went
11. say	11. said
12. miss	12. missed
13. arrive	13. arrived
14. like	14. liked
15. ask	15. asked
16. shout	16. shouted

Maria at Work

Read the story. Write the past tense. Then read the story again.

~~~~~~~~~~~~~~~~~~~~~~~~

Maria is a final inspector. Her boss ________ her a work order.
give

She _________ it and ________ it carefully. Then she _________ to
take read go

work. After she inspected all the pieces, she _______ to finish
have

the report form.

As she________ on the form, the boss came over and ________,
write ask

"How's it going, Maria?"

"Fine," Maria _______. " I finished this report and the one
say

from Motorola. They _________ a lot this month, didn't they?"
buy

"Yes, that's because we ______ such good work for them last
do

month!"
~~~~~~~~~~~~~~~~~~~~~~~~

October 18, 1993

READING

Juan applied for a job at Semi-Alloys. He filled out the form and had an interview. Yolanda learned that he knows a final inspector here. Juan told her that he was from Honduras. His first job in the U.S. was washing dishes. Then he worked in a factory for 6 months. When he was out sick, the factory closed. He didn't have any references.

1. What did Juan write when he came to Semi-Alloys?
____

2. What country is Juan from?______________________________

3. What work did he do when he arrived in this country?______________________________

4. Why couldn't he give references for his last job?
____
____

5. What can Yolanda do to help her decide if Juan can work here?
   a. Try him in a high-security job, in the gold room.
   b. Take him home to wash her dishes and clean her house.
   c. Ask the final inspector to tell her about him.
   d. Tell him to come back 2 weeks ago.

October 18, 1993

READING PRACTICE

Martha is a combo operator. She has a daughter.

1. What is Martha's work?
2. Tell about her children. She has:
    - a. one boy
    - b. two girls
    - c. a boy and a girl
    - d. one girl

MORE PASTS

Friday, Lucy ate her lunch very fast. Then she felt a little bit sick, so she forgot to get some of the material she needed to pick up. She made a lot of mistakes that afternoon. Then she heard the boss coming. She thought she was in trouble. She told a friendly worker about it. The other worker met the boss and spoke to him about something else. Lucy understood that her friend was trying to help her, but she knew it was important to stay late and fix her mistakes.

She was happy that they could be fixed.

Fill in the words. Be careful. All of the questions have did in them.

On Friday, did Lucy ______ her lunch fast?

Did she f_______ sick?

Why did she m________ mistakes?

Who did she h________ coming?

Why did she t________ she was in trouble?

Who did she t_______ about it?

Why did the other worker m_______ the boss?

What did the worker s__________ to the boss about?

Did Lucy u_____________ what her friend was doing?

What did she k________ she needed to do?

Now fold down the top of your paper, and write the answers.

COUNTRIES	
Colombia	Dilsa, Jose
Dominican Republic	Felicia, Margarita, Miguelina
Ecuador	Maria S., Maricela
Guatemala	Isidro
Mexico	Martha C., Martha M
Portugal	Maria C
Puerto Rico	Luz

A WORK ORDER FOR JAPAN

Read. Be careful about the -ed. Say it separately after t or d.

We looked at a work order that Maria used. It showed that a customer wanted 100,000 combos. They needed some that were gold-plated. The next line talked about kovar lids. Then Mrs. Fish pointed to the next-to-the-last line. She asked the class to read it. It was dated 1992. In the last line, we counted all the 9's they used. Then we stopped. Mrs. Fish handed her paper to Maria. We waited for her to tell us more about it.

GOOD QUALITY PRODUCTS

Cover the answers. Select the basic form or the past form of the verb for each sentence.

break, broke

Hal: Sometimes machines ________ the lids.
Mine _________ some Monday.
Did yours __________ any this week?

Ida: No, it didn't _______ any lids, but
the machine _________ down.
I think it's going to _______ again soon.

Hal: Why do you think it will __________?

Ida: I think it's an old machine.

Hal: I think it just needs adjustment.
Semi Alloys is very careful to keep
good equipment.

****

sell, sold

Anita: We are very busy. We _______ a lot every month.

Basil: Last month, we __________ combos to many countries.

Anita: Did we ________ as many last year?

Basil: I don't know, but I'm sure we didn't _______ any
that were poorly made, because we inspect them
well, so I think we will ________ more and more
each year.

Anita: Maybe we're going to ________ so much that
we'll all get a bonus!

Name___________________________ October 28, 1993

In class, I'm learning:	a lot	some	a little	not much	nothing
Pronunciation					
Listening					
Writing					
Reading					
Talking					
Use of past tense					
Use of basic tense					
New Words					

Class is usually:
    interesting
    ok
    boring

Homework usually:
  helps me learn.
  I don't know how to study. Please show me.
  I don't like it. I don't think it will help me.

I study about _______ minutes on the homework I get on Tuesdays.

I study about _______ minutes on the homework I get on Thursdays.

COMMENTS:

AGES

Was or were?

1. I am 65 years old now.
2. My husband is 67.
3. I _______ 23 years old when I ______ married.
4. We _______ both in our 20's when we ______ married.
5. My husband and I have 3 children.
6. Our son, David, ______ born in Maine.
7. He ______ 2 years old when our daughter, Cheryl, ______ born.
8. She ______ born in Spain.
9. She _____ 2 years old when we came back to the U.S.
10. Our daughter, Brenda, ______ born in New Jersey.

    She is 8 years younger than Cheryl.
11. When she ______ little, the 2 older children ______ almost like parents to her.

Was or were?

1. When Luz ______ in Puerto Rico, she ______ in school.
2. When Isidro _____ a young man, he _____ in Guatemala.
3. When Martha C. and Martha M. ______ in Mexico, they _____ single.
4. Felicia, Margarita, and Miguelina told the class, "We _____ always warm when we _____in the Dominican Republic."
5. Dilsa said, "When I _____ in Colombia, I _____ not in the same town as Jose.
6. Maria Figueroa, where _____ you born? _____ your country Honduras?
7. Before Maria F. came, the last country on our list _____ Puerto Rico. It _____ 7th on the list.
8. On the list, 2 countries started with the letter P. They _____ Portugal and Puerto Rico.

PRONOUNS

Who?	Subject Pronoun	Possessive Pronoun
	I	my class
	you	your class
a man	he	his class
a woman	she	her class
you and I	we	our class
those people	they	their class

1. When Luz was in Puerto Rico, she was in school.
Her language was mostly Spanish.

2. When Isidro was a young man, he was in Guatemala.
His home was in Guatemala for many years.

3. When Martha C. and Martha M. were in Mexico, they were single.
They lived with their families.

4. Felicia, Margarita, and Miguelina told the class, "We were always warm when we were in the Dominican Republic.
Our country is on a tropical island.

5. Dilsa said, "When I was in Colombia, I was not in the same town as Jose. My town was a nice town, and his town was nice, too.

6. Maria Figueroa, where were you born? Was your country Honduras?

		Example:
1 thing	it	I had a pencil. It was blue.
2+ things	they	I had 2 pens. They were blue.

7. We told Mrs. Fish about our countries. Before Maria F. came, the last country on our list was Puerto Rico. It was 7th on the list.

8. On the list, 2 countries started with the letter P. They were Portugal and Puerto Rico.

JOBS THE CLASS HAS

Fill in the pronouns.

Mrs. Fish is talking about the class, and says to Jose: (#1-5)

1. " Jose, do _____ work in the same building as others in the class? As a building maintenance man, is _____ job to keep the building clean?"

2. "Martha C., Martha M., and Felicia work in the same department. _____ work in the combo room. _____ jobs are operating combo machines."

3. "Dilsa is an operator, also. _____ is a cold rolling operator. Would you like to try _____ job?"

4. "Isidro does not work in the combo room. _____ is a foundry man. Maybe Isidro will tell the class about _____ job."

5. Mrs. Fish says, "_____ am a teacher. _____ job is to help all of you."

****

Other people are talking in # 6, 7.

6. Miguelina, Maria F., Maria C., Luz, and Maria S. say, "_____ are all inspectors, but _____ work is not exactly the same."

7. Maricela says, "Margarita and _____ are both material handlers. In _____ work, it is necessary to fill out some forms."

JUAN'S FAMILY: AGES

Husband	Juan	28
Wife	Ellie	26
Son	Leo	5
Two Daughters	Juana	3
	Ada	3

Juan _____ 28 years old. His wife _____ 26. They _____ three children. Their son _____ 5 years old. Their twin daughters _____ 3 years old.

Now tell about yourself:

I _____ XX years old.

RESOURCE UNIT: HOW TO KEEP YOUR JOB AND HOW TO BE PROMOTED

The following unit has been developed for future use. It can be used for Level B and higher levels, in this program and in others. Language instructors can plan language activities to fit their own curriculum and objectives.

It can be used as a unit or intermittently.

Other suggestions instructors have made:

Let students decide if role-plays are for their jobs or fictitious.

Include how workers react to one another, not just to supervisors.

Include such annoying behaviors as interrupting, fidgeting, lack of eye contact, talking when others are talking--and include classroom applications.

Make clear that supervisors can joke, but workers need to use caution.

Debrief after role-plays, so all know what were good and unacceptable behaviors.

Include cultural differences.

ACTIVITIES FOR "HOW TO KEEP YOUR JOB AND HOW TO BE PROMOTED"

Some things are required in any job --in industry, in business, in professional groups. In addition, a worker can do other things that will make a boss think about promoting the worker. Some of these things are specific, but many of them are about the impression a worker gives to others.

Class groups:

1. Make a list of things that are required for any worker.

2. Now pretend you are a boss. List some things that would make you think about promoting a worker.

3. Plan some conversations between a boss and worker. Then say them for the class to hear. After that, the class can decide if what the worker said will help or not help the worker's future.

4. After the whole class discusses the activities above, look at the printed list. Find the things that are the same as the class said. Find the new things on the list, and decide which are required for any worker.

5. Decide which things on the list will help for promotion.

6. What things on the list are not clear?

7. What things on the list can you give examples for, to make them clearer?

8. Are there things that you do not agree with? Things that you have not thought about before?

9. Plan more conversations that show workers doing or not doing things for promotion, perhaps in your department.

   For example, look at #5 on the list. Plan a conversation where a worker is making excuses, giving reasons, blaming others. Then plan another conversation for the same situation, with the worker answering the boss in a way the boss will like.

10. Discuss what you would do in this situation:

It is part of one worker's job to check supplies in 2 closets, get more from the warehouse if needed, and put enough supplies in the work room at the end of the day, for the early morning shift. When it is almost time for the worker to go home, the worker goes to the closets and discovers that there are not enough supplies there. The worker's day begins an hour later than the morning shift begins.

Is there anything the worker can do about this?
What can the worker do to prevent it happening again?

11. Look at the list for "When there is a problem." Plan some conversations of workers saying things that will or won't help their future, for this situation:

The worker described in #10 above did not put out the supplies for the morning shift. The morning shift's supervisor tells the worker that it is a problem. The super also wants to make a change in the supplies that the worker usually puts out and wants the worker to help figure out how it can be done.

12. When we have completed these activites, take some time to think privately about what things you do well at work, and in what ways you could improve.

SOME IDEAS ABOUT HOW TO KEEP YOUR JOB AND HOW TO BE PROMOTED

1. Take responsibility for doing every part of the job as well as possible.

2. Be prompt.

3. Do extra work.

4. Find and correct your own mistakes.

5. When somebody else finds a mistake in your work, acknowledge it and correct it.

6. Think of ways to avoid making the same mistakes again.

7. Work hard, cheerfully.

8. Show concern for others.

9. Look for ways to improve your work even if there's no mistake.

10. Check with others involved and get their agreement before you make changes that affect them.

11. Keep notes about things you need to do. Don't rely on your memory.

12. Plan your time, so that everything can be done as early as needed.

13. When possible, have some work done earlier than requested.

14. Do all the little things well, even if you dislike them or think they are not important.

15. When you don't know how to do something, find a way to learn. Sometimes, this means tell the person who wants you to do that thing, and get clear instructions.

16. Learn how to do some things that are required in a higher job.

WHEN THERE IS A PROBLEM

1. Keep your comments respectful, even when you or others are upset.

2. Request a convenient time to talk with the person involved in a problem you are having. During the conference:

-- Do more listening than talking

-- Explain your problem briefly and clearly

-- Suggest possible solutions that are good for everyone

-- If your suggestions are not taken, accept that fact pleasantly.

--- Be sure that you understand what is decided

3. After the conference, be careful what you say to other people about it.

Everybody Worked Hard

1. Juan sat down to rest and said, "Oh, _____ worked fast today. _____ job was very hard."

2. Juan asked, "Ana, did _____ work fast? Was _____ job hard?"

3. Bob sat down too, because _____ worked fast today. _____ job was hard.

4. Carol sat down because _____ worked hard. _____ job was very busy.

5 .Two people came in and sat down, saying, "Oh, _____ both worked very fast. _____ jobs were so hard today."

6. Juan looked out the window and pointed to 3 tired people outside. "Look, _____ worked hard today too. _____ jobs were very busy."

WE TELL ABOUT OUR JOBS

Luz: I am a final inspector. I do paper work. I check how many pieces there are. I check what the people have. I check the pieces and measure them on the shadowgraph and with the micrometer. I go downstairs to sign that the job is ready for the customer.

Miguelina: I do in-process inspection. I check the frames. I make the first piece. I do stamping inspection, and I check the gold. I tell Lucy to check things. I use the microscope and computer.

Fernanda (Maria C.): I am a final inspector. I measure the parts with the shadowgraph and write. I wear a special suit, shoes, hat, and mask. I put the paper in the window for the girl to put on the computer. I do the first pieces and I help Lucy.

Maria F.: I am a plating inspector. I inspect the first thing people do. I look at a cross-section. I read the radios. I put it on the computer. I do a visual heat test. I take the sample to Third Ave. and put the lot on the scale.

Isidro: I am a foundry man. When the liquid gold is 510 F., I lower the temperature to 350 F. Then I put it in the mold. I wear a mask, special shoes, and eye protection. I clean the material with borax.

Maria Solo: I am an inspector in the combo room. I do what the operator does on the machine. I check 5 pieces with the shadowgraph and microscope to see if the material is good. I do special jobs for Motorola Malaysia and Motorola Austin.

Dilsa: I work in the washing department. I wash frames. I put 50 in a bag and check the grams. The scales go up and down. I put one more or one less on the scale, and check the new count. Later, I put the material in the window for inspection. I like my boss.

Felicia: I am an operator. I take a box of material. I put my fingers on the material. I put one foot on the pedal. I wear a uniform and plastic fingers.

Jose: I am a maintenance man. At 7 a.m., I am a delivery man for all. I check the night cleaning work. I check if the machines and floor are clean. At 10, I report to the boss. I see if the bathrooms need supplies. I am a handyman. On Saturday, I have a special job in plating. I clean the tank and check if there is too much nickel on the floor. I vacuum.

Larry: I am a combo mechanic. I fix machines and do new set-ups. I see Luz. I also see Maria Solo, and sometimes I fight with her. When I tell her the material is no good, she says that the mechanic is no good!

Martha M: I am an operator. My job is the same as Felicia's job. I start at 7.30. I assemble the frame and the lid.

Maricela: I do the UV light inspection for customers, and the GKL inspection sometimes. I replace pieces that are not good. I put the work in the window for Lucy and Fernanda. I answer the phone for the department.

Margarita: I am a material handler. I put the work on the machine for all the operators. I write on the production card. I write the name of the operator, the file name, date, size, and customer number. I write the metal thickness information. In the morning, I walk around. People call me if the machine is no good or to give them more work. I take the information twice a day.

USING PRONOUNS November 17, 1993

Teacher X gave each person an audio-cassette tape to practice at home.

1. That night, Ada listened to _______ tape.

_______ learned some pronunciation.

2. Juan listened to _______ tape.

_______ learned some new words.

3. Sofia and Paolo listened to _______ tapes.

_______ learned more about using the past.

4. I listened to _______ tape, also.

5. Did you listen to _______ tape?

EVERYBODY TALKED ABOUT SEMI-ALLOYS JOBS

PRONOUN TEST November 15, 1993

Last week, everyone told about jobs at Semi-Alloys, in this order:

1. Luz
2. Miguelina
3. Fernanda
4. Maria F.
5. Isidro

etc.

Now, Luz is talking to somebody in another class, and telling about last Thursday in this class:

" In class Thursday, _____ all talked about _____ jobs.

First, _____ talked about _____ job.

And do you know Miguelina? _____ talked about _____ job, second.

Do you remember Fernanda and Maria F? _____ talked about _____ jobs next.

And you know Isidro, don't you? _____ talked about _____ job, fifth.

In fact, everybody talked, and everybody did it very well!"

Name____ November 17, 1993

In class, I am learning:

I like:

I don't like:

When I do homework, I:

There are 5 more classes this term. For those classes, I would like:

Other comments:

Ada's Bad Day Last Week

More Pasts

Ada stayed up late to watch TV. The next day she was very tired. A machine broke some lids, so Ada brought some more. Then she found some bad ones on the floor. When she picked them up, she hit her head on the machine and fell down. Next, she lost her papers.

As she left the room, she almost ran into another machine. She sat down beside the box where she kept her papers. She was nervous, and her hands shook. She drank coffee and spent 10 minutes there. Then she stood up again.

"Well," she thought," this has been a bad day, but at least nobody stole anything, nobody got cut, and those bad lids cost very little."

That night, she slept a long time and woke up feeling rested. "My bad day taught me to go to bed earlier," she said. That day, she won a prize for her good work.

USING PRONOUNS November 23, 1993

Use one of these words in each space:
I, your, she, his, my, he, they, her, their

Teacher X gave each person an audio-cassette tape to practice at home.

1. That night, Juan listened to _______ tape.

_______ learned some new words.

2. Sofia and Paolo listened to _______ tapes.

_______ learned more about using the past.

3. Ada listened to _______ tape.

_______ learned some pronunciation.

4. The teacher gave you a tape, also. Did you listen to _______ tape?

5. I have a tape, too, and I listened to _______ tape.

ASKING QUESTIONS

What did you make, Miguelina?	A picture of a shadowgraph.
When did you make it?	Last week.
Why did you make it?	Because Mrs. Fish wanted it.
Where did you make it?	In my department.

MAKE SOME QUESTIONS

When	did	Miguelina	draw	the picture?
Where			show	the class?
Why			plug in	the shadowgraph?
What			turn on	
		the wire	burn	

NOTE HOW TO MAKE PAST QUESTIONS;

Question word did Person or thing Basic verb Other words

MAKE THESE SENTENCES CORRECT

1. Where Miguelina did plug in the shadowgraph?
2. Why the wire burn?
3. Where did Miguelina made the picture?

A CONVERSATION I HAD

Margarita: Hello, Lorena. How are you?

Lorena : I'm fine, thank you.

Marg; How was your class today?

Lor: It was fine, but my Social Studies class was hard. How was work?

Marg: It was fine, thank you.

Margarita Mesa

Name____________________________ 12\7\93

POSSESSIVES

Use some of these words: my, your, her, his, our, their

1. Pablo is a mechanic. Part of ______ job is to fix machines.

2. Dolores is a plating inspector. After she finishes ______ inspection of the work, she takes samples to Third Ave.

3. Beatriz and Carmen are final inspectors. When ______ paper work is done, the combos are ready for customers.

4. We have studied together since October. In January, we will be glad to see ______ friends in class again.

5. Have you learned some English? Does ______ boss or family see some improvement?

November 29, 1993

WORKING AT SEMI ALLOYS--SENTENCES USING THE BASIC FORM OF THE VERB AND THE PAST FORM

PRESENT TENSE with I, you, or plurals	PAST
1. Machines sometimes break lids.	A machine broke some lids yesterday.
2. I usually bring my lunch to work in a bag	I brought lunch in a box last week
3. We often find pieces of metal on the floor.	We found nickel on the floor last Tuesday.
4. You lose your keys every day!	You lost keys and papers 2 days ago.
5. They never leave work early.	They left very late last Friday.
FUTURE	
6. She is going to run to the bus.	She ran to the bus very fast.
7. We will keep our papers in a a notebook.	We kept our papers in folder, before.
COMMANDS	
8. Sit down!	They sat down at 7.30.
9. Please shake the metal off your uniform.	I shook the metal off my uniform a minute ago.
After the word "TO"	
10. I like to drink coffee.	I drank 5 cups of coffee yesterday.
11. He has to spend $20 a week for gas.	He spent $30 for gas last week.
With DID or DIDN'T	
12. Did he steal anything?	He stole some gold.
13. She didn't sleep last night.	She slept during lunch.
With DO or DOES	
14. Does the super teach new workers their jobs	She taught me a new job.
15. Do you ever win the lottery?	I won the lottery a month ago.

November 30, 1993

QUESTIONS ABOUT WORK-- PRONUNCIATION with DO, DOES, DID

1. What do you do at Semi-Alloys?	I'm an inspector.
2. What did you do before?	I was a combo operator.
3. When did you start working here?	5 years ago.
4. When do you start working in the morning?	At 7.30.
5. What does your husband do?	He's a maintenance man.
6. Where did he work before?	He drove a taxi.
7. Why do you come to class?	Because I need to understand questions better!

Answer the questions about you.

8. What do you do at Semi Alloys?

9. What did you do before?

10. When did you start working here?

11. What does your (husband/wife) do?

12. Where did (he/she) work before?

13. Why do you come to class?

Practice saying the questions with a partner, first slowly, and then fast. Then practice in mixed order.

November 30, 1993

PRONUNCIATION TAPE FROM MRS. FISH'S CLASS

1. Sentences about Semi Alloys: Using the Basic Form of the Verb and the Past Form
2. Ada's Bad Day Last Week (Her day at work)
3. More Pasts (Friday, Lucy.....made a lot of mistakes at work)
4. Maria at Work
5. We Went to the Supermarket
6. Questions about Work--Pronunciation with DO, DOES, DID
7. We Tell About Our Jobs--p. 1, part of p. 2

ANOTHER KIND OF PRONOUN

You learned some pronouns to use at the beginning of sentences. Some of those words change when they come after the verb:

I = (after verb) me
she = her
he = him
we = us
they= them

1. Come with me.

2. The boss wants to see her.

3. Take this to him.

4. The company pays us to learn.

5. Martha C and Martha M went back to Mexico.
I miss them.

6. The orders? I put them on the table.

Find the verb in each sentence and circle it.

Level B TERM 1

Name____________________________________ 12/9/93

MAKE QUESTIONS

1. Did____?

Yes, Carmen saw the new machine last night.

2. Did ____?

Yes, she took the cards this morning.

3. Did ____?

Yes, Bill gave the orders to the supervisor yesterday.

USE DIDN'T

Change the story to tell about Luis. Use didn't in each sentence.

Pablo was a fast worker.	Luis was tired.
4. He worked hard. He________________________	4.
5. He got many orders finished.	5. ________________________
6. He wrote on many papers.	6. ________________________

USE THE PAST

Ana sometimes feels tired.
She comes late.
She forgets her homework
Then she says "I'm sorry."

Ana did all of those things yesterday.
Change the story to tell about yesterday.

7. Yesterday, Ana f_______ tired.

8. She c________ late.

9. She f________ her homework.

10. Then she s________, "I'm sorry."

MAKE QUESTIONS

1. Did ____?

Yes, I broke the lid just now.

2. Did ____?

Yes, Luis brought the gold an hour ago.

3. Did ____?

Yes, they found the orders yesterday.

USE DIDN'T

Ada	Change the story to tell about
	Use didn't in each sentence.
Carmen was in a hurry.	Ada was not in a hurry.
4.She drank her coffee fast.	She
5.She left quickly.	
6.She ran to her department.	

USE THE PAST

Usually, Pablo pays attention to his work.

He spends extra time to do it well.

He sometimes finds metal on his pants.

He shakes it off carefully.

Pablo did all of these things yesterday.
Change the story to tell about yesterday.

7. Yesterday, Pablo p_________ attention to his work.

8. He s________ extra time to do it well.

9. He f_________ metal on his pants.

10. He s_________ it off carefully.

Name____

TWO KINDS OF PRONOUNS AND POSSESSIVES

The second time we talk about a person or thing, we use these words instead of the name: he, she, it, you, I, we, they

1. Maria Carinha is an inspector. ______ is also called "Fernanda."

2. Larry Hoang came to this class. ______ sat in the front.

3. My name is ____________________. ______ am studying English.
(Write your name)

4. Juan and Ada are students. ______ are in another class.

5. Here is a cup of coffee. ______ is hot.

6. Here are 2 pens. ______ are blue.

****

To show that something belongs to somebody, we use these words before the thing the person has:

his pen, her purse, my book, your coat, our papers, their class

1. Bill has a family, a house, a car, and a cat.
He lives in ______ house with ______ family and _____ cat.
______ car is red.

2. Carol has a husband, a baby, and a baby-sitter.
She is tired because ______ baby cried last night. ______
baby sitter is sick, but Carol came to class today, because
______ husband is at home with the baby.

3. Jaime and Pedro have an English class together. They have homework, and a computer.
They go to ______ class twice a week. They both write
______ homework on ______ computer.

4. You and I have only a few more classes together this month.
We have many papers from the class.
We will have a few more days in ______ class. We will keep
______ papers to help ______ memories.

Bill Cosby Show

In this show, Bill Cosby is a doctor. His name is Cliff Huxtable. He and his wife, Claire, have a large family.

One of his older daughters is married. She and her husband, Alvin, have baby twins. The babies' names are Winnie and Nelson. This part of the show starts with Alvin using his video camera.

---

1. Who is Bill Cosby, in the show?
2. What's his name?
3. Who is Claire?
4. Do they have many children?
5. In their family, who is married?
6. What does "twins" mean?
7. Who has twins?
8. What are the twins' names?
9. What is Alvin going to do?

7. What is Alvin going to do?

Taking a Video of the Twins (Bill Cosby Show)

Alvin: Hi guys, look over here. Look at Daddy.
Mama, come here--pick up Winnie and Nelson.

Wife: Honey, no, stop it! Let me change first.

(We see the family watching this video, and the wife says:)

Alvin, you said you were going to cut this part out.

Alvin: I'm sorry, honey. I couldn't resist!

Wife (on video): Just show the babies and don't show me.

Alvin: O.k., o.k., I promise.
(He wants his wife to say this next thing:) Thank you, chico, chico.

Wife: Alvin, I'm not going to say that.
(To the babies): Lookee, lookee.
Alvin, you said you weren't going to show me.

Alvin: It's not on, honey.

Wife: Really?

Alvin: Yeah, it's not running or anything.

Brother: Great fake-out, Alvin. Getting people to act natural.

Wife: Yeah, that's because you lied.

Claire: I'm just glad they didn't have video cameras when your father became a father.

Alvin (picking up his camera again): Just keep watching the video, o.k.? and don't look at the camera.

Wife: Put that thing down.

Alvin: Honey, this is the first video I've gotten of people with watching my video. It's a whole new dimension. You guys just look natural, please.

Little sister: O.k., Kenney, let's act natural.

Claire: Let's all act natural.

Alvin (takes video pictures of them playing, as he says:)

Oh, Mr. Natural himself coming up here. Thank you. Next.

Grandad: Hi, Claire

Alvin: Grandad, listen, I want to get a video of you watching the family watching my video.

Grandad: Well, I see everybody I came to see except my great grandchildren.

Wife of Alvin: Oh, they're upstairs taking a nap.

Alvin: Don't worry, I've got them on a video. I'm sure everybody doesn't mind watching this again.

All: No! (They rush to the TV set.)

Alvin: I'll show that to you later.

USING THE PAST TENSE

Answers to "We Went to the Supermarket", p. 137

Did you go to the bank this afternoon?
No, we didn't go to the bank, but we went to the supermarket.

1. Did you go skating yesterday?
No, I didn't go skating, but I went skiing.

2. Did you take the subway this morning?
No, I didn't take the subway. I took the bus.

3. Did Steven get up at 10 this morning?
No, he didn't get up at 10. He got up at 7.

4. Did he have a stomachache last night?
No, he didn't have a stomacne. He had a headache.

5. Did Mrs. Smith buy bananas yesterday?
No, she didn't buy bananas. She bought tomatoes.

6. Did Tommy write to his grandmother this week?
No, he didn't write to his grandmother, but he wrote to his girlfriend.

7. Did you read a book this afternoon?
No, I didn't read a book, but I read (say "red") a newspaper.

8. Did they do their homework last night.
No, they didn't do their homework. They did exercises in the gym.

QUIZ AND TEST RESULTS

LEVEL-B

TERM-1

(For Oral Pre and Post-Tests, see charts and discussion pages)

10/19 Reading Pre-Test (To establish if all are literate):
8 passing (7 of those scoring 80-100%),
4 below passing (2 of those later returned to their countries. The other 2 showed some comprehension in reading aloud later.)

10/21 Verb pasts:
9 passing (7 of those scoring 80-100%),
3 below passing (1 of those returned to her country later),

11/4 was/were:
All passed with 66% or higher.

11/11 Pre-test on use of is,are, am with ages; use of have:
1 passing at 66%.

11/23 Subject Pronouns and Possessive Adjectives:
7 passing with 80-100%, 5 below passing.

DICTATIONS

10/14/93 Dictation: 32 words:
5 scored 84-90%; 6 scored 53-75%; 2 scored below 50%.

10/28 Dictation, 41 words:
9 passing, 4 below passing, before spelling adjustment With adjusted score for spelling, all passed with 60% or above.

Verb usage (past/did) Only 4 passing.

Note: More than 1/2 the class improved in this second dictation, excluding the spelling adjustment.

11/23 Dictation, 31 words:
All passed with 61% or higher, before spelling adjustment With score adjusted for spelling, all passed with 77% or higher.

QUIZ AND TEST RESULTS

WRITTEN POST TESTS

(Note commentary under Changes in Testing Procedures)

11/30 POST TEST; Subject Pronouns, 6 questions: All had 100% with hints, so scoring may be considered as follows:

8 people had 0 hints = 100%
2 people had 1 hint each = 83%
1 person had 2 hints = 67%.

12/7 POST TEST; Possessive Adjectives: 5 questions

7 people had 0 hints = 100%
1 person had 1 hint = 80%
4 people had 2 hints = 60%.

12/9 POST TEST: Writing questions with did, past negative and positive statements, 10 questions:

2 people had 0 hints = 100%
5 people had 2-4 hints = 60-80%
1 person had 5 hints = 50%
1 person failed to understand tasks.

POST TEST

LEVEL B TERM 1

NAME________________________________

How many hours did you work last week?

What did you do on your job yesterday afternoon?

What do you think is important in your job?

In 1995, if your job changes, what job do you want?

Do you speak English with anyone at work? Who?

At home?

Where else?

POST TEST (cont'd)

LEVEL B

TERM 1

Name____

What do you want to learn in January?

Comments about the class

ORAL POST-TEST SCORING SCALE

LEVEL-B

TERM-1

Give one overall score for answering questions:

3 Fluent, with limited syntax errors

2 Understood questions. Replied with fluency but with many errors

1 Needed 2-3 repetitions to understand questions. Replied in limited English.

Pronunciation of reading

3 Very few errors

2 Many errors but comprehensible

1 Hard to understand at times

Method: As student reads, underline the areas of error on your copy. (eg, initial sound of the word, vowel, end. If word is hard to understand, circle it.)

REVISED ORAL POST-TEST SCORING SCALE

Level B,

Term-1

Give one overall score for answering questions:

5 Fluent, almost no errors

4 Very clear, with few errors

3 Fluent with many noticeable errors

2 Needed 2-3 repetitions to understand questions. Replied with some fluency.

1 Needed 2-3 repetitions to understand questions. Replied in limited English.

Pronunciation of reading

5 Almost no errors

4 Very clear, with a few errors

3 Comprehensible with various types of errors

2 Sometimes hard to understand

1 Often hard to understand

Method: As student reads, underline the areas of error on your copy. (e.g., initial sound of the word, vowel, end. If word is hard to understand, circle it.)

COMMENTARY ON ORAL POST-TEST

LEVEL-B

TERM-1

The Oral Post-Test included answering open-ended questions about students' jobs, and pronunciation of a reading passage. Both represented a culmination of the term's work. The pronunciation passage reflected much of the term's work in pronunciation, which was done in the manner requested by students.

Scoring was at first done on a 3 point scale, because the instructor found it difficult to make a larger scale meaningful before doing the testing. However, during testing it became necessary to add plus or minus to some scores. Then it was easier to convert the scores to a 5 point scale, by describing actual performances.

This 2-step process of scaling can be used for future testing, to achieve accurate descriptions.

Results of Oral Post-Test

Nine students were present. Six showed overall improvement in the oral post-test. (See chart) One scored the same. One who scored lower had legitimate personal reasons for testing poorly that day.

The only other lower score was that of the weakest student, with a decrease of 1 point. The weak score partly reflects her need for multiple clues to understand spoken English. Both this student and the instructor felt that there was some progress this term that was not shown in the test situation. For example, the student had been able to say several clearly comprehensible sentences in sequence, describing her job, during a class session.

ORAL PRE AND POST-TESTS RESULTS

LEVEL B

TERM-1

Oral Post-Test, in same student order as oral pre-test

(Note: Pre-test had possible score of 20; post-test had possible score of 6. The 5th column is therefore multiplied by 3.3 , for purposes of comparison.

Student	Answers	Pronunc. of rdg.	Total	x3.3	Improved?

STUDENT REPORTS

LEVEL-B

TERM-1

To: Yolanda Vilato, Personnel Manager, S.A.

From: Joyce Fish, Instructor

Student progress report, end of Term 1, Level B.

****

Student 1: Returned to Mexico after 11/9 class

Student 2: Is making good progress. Is especially good in dictation, which shows both comprehension and writing skill. Does not want to continue in January--feels too pressured by other obligations.

Student 3: Is making good progress since entering class at the end of October. She says she is able to use the past tense more now.

Student 4: Is making good progress. He shows his interest by using the Spanish dictionary for homework, and using pronunciation cassettes.

Student 5: Is making good progress. She shows good knowledge of grammatical structures in tests. She wants to improve her vocabulary and plans to use a Spanish dictionary for homework.

Student 6: Is making good progress. Volunteers to participate often, and figures out new ways to study at home.

Student 7: Returned to Mexico after 11/18 class.

Student 8: Is making good progress. Her comprehension is good and she notices that her pronunciation is improving.

Student 9: Is making good progress. Asks very good questions that help her and others to understand better.

Student 10: Is making good progress. He is always attentive to the needs of others and sees that all have needed papers, pencils, etc.

Student 11: Is making good progress. She says that she understands more words now.

Student 12: Is making good progress. She shows increased comprehension of using correct grammatical structures.

Student 13: Is making good progress. She has increased her confidence in learning and is able to ask questions to check her understanding.

Student 14: He asked to transfer out of Level C. He attended Level B on 11/11, 12/2, and 12/7. Larry says he is not comfortable with his level of comprehension and would prefer to be in a beginning class. Although he seemed to function well in this class, I recommend that Level A instructor consider talking with him about that level to see if he really wants to try it.

STUDENT EVALUATIONS OF LEARNING

LEVEL-B

TERM-1

10/7 Half the class checked that everything or most things in class were hard, the others checked that some were ok, some hard, 1 person said some things were easy. All said that they liked everything.

10/28 Most students said they were learning a lot about writing, 3 said learning new words, 1 learning to listen better. 7 said class is interesting, 3 said it's ok. 5 want lessons in how to study.

11/17 Open-ended questions.
Learning a lot about:

Reading	5
Writing	6
Pronunciation	4
Speaking	4
Verbs	3
New words	2
Understanding	1

Like: Everything 5, Pronunciation 2, Dictation 2, others mentioned listening, cassettes, verbs, talking, writing, when teacher writes on the board, explanations given by others in Spanish and in English, beautiful women

Dislike: Most said like everything, others said: When class finishes, when anybody speaks when the teacher is talking, 1 said reading, 1 said writing by herself, 1 said speaking, 1 said ugly women

What is wanted in the next 5 classes: Pronunciation 5, verbs 3, writing 4, reading 2, and talking, spelling, vocabulary 1 each.

All comments were favorable.

CLASS LIST

TERM-1

LEVEL: C-English

INSTRUCTOR: Nancy Esparta

TIME: 2:30-4:00

DAYS: Tues. & Thurs

NAME

1. Becerra, Segundo
2. Castano, Myrian
3. Delgado, Juana
4. Espinosa, Felix
5. Lewandowski, Fanny
6. Montan, Dinelia
7. Orta, Josephina
8. Perdomo, Ramom
9. Reyes, Jose
10. Reyes, Beatriz
11. Robles, Ismael
12. Silva, Alice
13. Valencia, Bethsabe
14. Vera, Lucia
15. Valdez, Noemi

COMMON PRETEST-ESL

TERM-1

NAME:______________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?
2. What's your job called?
3. What is the first thing you do when you begin working?
4. What do you do next in your job as______________? (see #2)
5. What else?
6. Tell me an important safety rule at Semi-Alloys.
7. What's your Social Security Number?
8. What's the phone number for Semi-Alloys?

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

REVISED CURRICULUM

LEVEL C

TERM-1

The purpose of level C is to reinforce and continue fundamental listening, speaking, reading and writing skills introduced in A and B. At this level more vocabulary and verb forms will be introduced to increase oral fluency when completing specific job tasks.

OBJECTIVES:

1. Competency in oral production necessary for asking and responding to questions about job tasks.
2. Reading comprehension - understanding what a procedure says, interpretation of shop orders.
3. Completing a Semi-alloys Company form using standard numeration and abbreviations.

The objectives will be met using work (SA) contexts and integrating the following grammatical structures.

1. Past progressive tense
2. Past tense irregular verbs
3. Count/non countable nouns
4. Comparisons, adjectives
5. Comparisons, adverbs
6. Reflexive pronouns

METHODS:

1. Cooperative learning and peer tutoring-using each other and the group as resources to complete tasks.
2. Simulation of job tasks verbal/written directions cloze structure dictation.
3. Dialogues, role play, small group work.

EVALUATION:

Pre and Post tests

LESSONS

LEVEL C

TERM-1

Job Area: Maintenance mechanics

Skills: Oral Communication and sequencing with regard to safety procedures.

Objectives:

1. Develop basic vocabulary relating to safety
2. Use simple present tense to tell an event regarding a hazard
3. read safety anecdotes

Materials:

1. Picture stories (Longman Publishing) - pp. 85-90
2. Picture of possible hazards in a factory
3. Tape recorder and cassette, blackboard, newsprint or charts

Suggested Activities:

1. Teacher reads words, p. 88 and students point to related pictures, e.g., poison, danger, fire extinguisher. Next, students can give the words.
2. Students relate the story of a fire that becomes big because of panic, using the picture sequence, with teacher help needed.
3. Students tell what the man needs to do in this situation. Then they (students) read the story, pp. 87-89. They may add comments, which the teacher can write on the board.
4. Students use pictures of other hazards in a factory, to relate similar stories. After planning in groups, they tape record the story.
5. This will be typed to use as reading and cloze exercises

in a succeeding lesson.

Job Area: Inspector, Mechanics

Skills:

1. Oral use of regular past.
2. Ask and answer questions.

Objectives:

1. Develop vocabulary of machine defects.
2. Understand question words.
3. Use question words to talk about machine problems.
4. Use past tense to talk about machine defects and mechanical corrections.

Materials:

1. Picture of machines used in company and samples of products being made.
2. Machine repair chart, filled in (form).
3. Handout of another repair chart, partly filled in
4. Overhead projector (optional).

Suggested Activities:

1. Teach vocabulary - moved welds, cleaned machine, checked pedal, changed holder etc.
2. Teacher asks questions about line 1 on chart (handout), for example: What happened to the machine? What time did it stop? When did the mechanic start? How long did he work? What did he do?
3. Students ask questions and answer them, in pairs, for successive lines of the chart (handout).
4. Teacher gives handout of a partly filled in chart to one of each pair of students. The other student asks questions to complete his/her own chart. Then they compare his/her answers with those on his/her Partner's

chart. Students reverse roles after a while.

Job Area: Gold Control Clerk

Skills:
1. Reading a procedure
2. Vocabulary
3. Reading comprehension
4. Writing skills

Objectives:
1. Comprehension of procedure
2. Understand directions for process/procedure
3. Understand vocabulary pertinent to the procedure
4. Formulation of questions in verbal and written form to assist in completing the procedure satisfactorily

Materials:
1. Uncontrolled copy of Semi-Alloys procedure for a work task
2. Tape recorder and cassette
3. Board or flip chart

Suggested Activities:
1. Teacher reads procedure and makes a tape simultaneously (for later use).
2. Teacher notes troublesome vocabulary on board or flip chart. Elicit additional vocabulary items from class.
3. Pair students to identify and write main steps in procedure. One student verbalizes steps, the other records on paper.
4. Student pairs join into groups of four (two pairs) and formulate questions to ask one another on how to complete a procedure.
5. Replay of taped procedure to assure that groups have

asked and answered all necessary questions.

6. Student pairs may check recorder's notes for errors. Teacher assistance at the ready.

Job Area: Combo Room - Package Cleaners

Skills:

1. Building verb vocabulary of verbs used in the package cleaning process
2. Understand how imperative verb forms are used
3. Learn to recognize the imperative form when reading a procedure

Materials:

1. Verb list (on board): Remove, scrape, brush, place/put, burn off, allow, vacuum, blow, repeat, stack, restack, record, deliver, determine

Suggested Activities:

1. Ask students to give examples of the imperative form. The question may be preceded with a reference to the previous class on imperatives. Go around the class using familiar commands. Do this to model structure for review and reinforcement. For example: Take off your hat. Turn on the machine etc.

2. Teach verbs modeling structure/s. Have students repeat the model, interchanging verbs where feasible. e.g. Turn on the air gun. Turn off the air gun. Place the air gun in holder. etc.

3. If understanding of both content and use are apparent, a listening exercise may be performed using the lesson's content. Example: "Larry, remove the papers from the machine. Stack them on the work table and (then) count them." To another student say: "Luz repeat what Larry did and (then) record the number of papers on the board. (Repeat the exercise changing verbs)

4. A suggested assignment for the class is to record on paper, five imperative statements that they hear during the next work day. They may get them from anyone at work (supervisors, other workers, managers etc.). Ask that the written forms be brought to the next class. This will provide a good warm up activity as well as a reinforcement of the imperative tense. It will also

allow the teacher to troubleshoot any problems.

Job Area: Combo Room: Package cleaning, Blister Packing, GKL cleaning, U.V. light inspection.

Skills:

1. Safety requirements, building safety
2. Vocabulary
3. Imperative verb forms
4. Verb: "BE" with question words - Where and What
5. Learn use of imperative commands in written form

Objectives:

1. Become familiar with safety requirements and procedures
2. Develop vocabulary associated with procedures and equipment
3. Learn use of imperative commands in written form

Materials:

1. Face mask, rubber gloves, safety glasses, fire extinguisher, warning signs, (visual), face shield

Suggested Activities:

1. Ask students to identify the safety equipment in their work areas. Include disposable products as well, for example, rubber gloves and, face masks.

EVALUATION

TERM-1

1. THINGS I LEARNED IN CLASS:

2. I LIKED:

3. I DIDN'T LIKE:

4. I WANT TO LEARN THESE THINGS IN THE NEXT CLASS:

5. MY TEACHER CAN DO THESE THINGS TO MAKE THE CLASS BETTER:

6. I HAVE IMPROVED MY ENGLISH:
(A) NOT AT ALL (B) A LITTLE (C) A LOT

7. I HAVE LEARNED ENGLISH THAT WILL HELP ME ON THE JOB:
(A) NOT AT ALL (B) A LITTLE (C) A LOT

POST TEST 1

LEVEL C

TERM 1

DIRECTIONS: CHANGE THESE SENTENCES TO THE NEGATIVE FORM.

1. HE FORGOT TO TURN OFF THE MACHINE BEFORE HE WENT HOME.
2. SHE READ EVERY ORDER BEFORE SHE BEGAN HER WORK.
3. THE SUPERVISOR SPOKE TO OUR TEAM ABOUT THE ASO-9000.

DIRECTIONS: CHANGE THESE SENTENCES TO THE INTERROGATIVE FORM.

1. LUIS SAW THE PROBLEM IN THE MACHINE'S WIRES.
2. ANNIE MADE 6,000 LIDS ON FRIDAY.
3. THEY CAME TO WATCH THE FINAL INSPECTION.

DIRECTIONS: COMPLETE USING THE PAST TENSE OF THE VERBS INDICATED

IN THE MACHINE SHOP YESTERDAY WE __________ (BEGIN) OUR WORK AT 7:30 A.M. ALL OF THE TOOLS __________ (HAVE) BEEN CLEANED AND ________ (BE) READY FOR WORK. BEFORE WE __________ (START) WORK, EVERYONE __________ (HEAR) AN ANNOUNCEMENT ON THE LOUD SPEAKER. IT ________ (SAY) THAT ANYONE WHO _________ (WANT) TO WORK OVERTIME ON THURSDAY SHOULD REPORT TO HIS OR HER SUPERVISOR BY 9:30 A.M.

DIRECTIONS: USE THE PICTURE ABOVE TO ANSWER QUESTIONS 1-3.
ANSWER ALL QUESTIONS IN COMPLETE SENTENCES.

1. WHICH GAUGE IS FASTER THAN GAUGE # 1?

2. WHICH GAUGE IS SLOWER THAN GAUGE # 1?

3. WHICH GAUGE IS THE FASTER?

4. DO YOU PREFER TO RIDE THE BUS OR THE SUBWAY? WHY?

ORAL QUESTIONS

1. WHAT DO YOU DO AS A _______________ AT SEMI - ALLOYS?

2. WHAT DO YOU THINK IS VERY IMPORTANT ABOUT YOUR JOB?

3. IF YOUR JOB/WORK CHANGES IN 1995, WHAT DO YOU WANT IT TO BE?

POST TEST 1 (SCALE)

LEVEL C

TERM-1

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	
Standard Language Structures	
Listening Comprehension	
Fluency and Oral Production	
Vocabulary	
Written Production	
TOTAL	
PRE-TEST TOTAL	
GAIN	

PRE AND POST TESTS RESULTS

LEVEL C

TERM-1

Nancy Esparta, Instructor

STUDENT #	PRE-TEST	POST TEST	GAIN/LOSS
1	12.0	17.5	+ 5.5
2	16	20	+ 4
3	13	13	0
4	11	14	+ 3
5	12	13	+ 1
6	11	17	+ 6
7	7	10	+ 3
8	14	20	+ 6
9	14	19	+ 5
10	14	15	+ 1
11	11	20	+ 9
12	13.5	22	+ 8.5
13	----	14	0
14	13	21	+ 8
15	----	5	0

FINAL SCORES

LEVEL C

TERM-1

STUDENT 1

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	2.5
Written Production	3
TOTAL	17.5
PRE-TEST TOTAL	12.0
GAIN	5.5

STUDENT ATTENDED REGULARLY AND SHOWS GOOD IMPROVEMENT. STILL NEEDS PRONUNCIATION PRACTICE ON SOME SOUNDS.

FINAL SCORES

LEVEL C

STUDENT 2

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	4
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	4
Vocabulary	3
Written Production	3
TOTAL	20
PRE-TEST TOTAL	16
GAIN	4

GOOD ATTENDANCE, SHOWS VERBAL IMPROVEMENT. STRUCTURES ARE MORE ACCURATE.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 3

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	2
Listening Comprehension	3
Fluency and Oral Production	2
Vocabulary	2
Written Production	2
TOTAL	13
PRE-TEST TOTAL	13
GAIN	0

STUDENT ATTENDANCE GOOD, SLIGHT IMPROVEMENT, STRUCTURES ARE MORE ACCURATE.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 4

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	2
Listening Comprehension	2
Fluency and Oral Production	2
Vocabulary	2
Written Production	3
TOTAL	14
PRE-TEST TOTAL	11
GAIN	3

STUDENT HAS MUCH CLEARER IDEA OF WHERE TO PUT WORDS IN ENGLISH. STRUCTURES NEED WORK, BUT PROGRESS IS SATISFACTORY

FINAL SCORES

LEVEL C

TERM 1

STUDENT 5

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	2
Listening Comprehension	1
Fluency and Oral Production	2
Vocabulary	3
Written Production	3
TOTAL	13
PRE-TEST TOTAL	12
GAIN	1

STUDENT HAS DIFFICULTY RESPONDING TO ENGLISH. IF NOT DEMANDED, NATIVE LANGUAGE IS USED IN ALL SITUATIONS.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 6

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	3
Written Production	2
TOTAL	17
PRE-TEST TOTAL	11
GAIN	6

STUDENT IS PROGRESSING WELL. RECOGNIZES NECESSITY OF ENGLISH TO WORK. WANTS TO ADVANCE AND CHANGE JOBS. NEEDS CONFIDENCE IN SPEAKING.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 7

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	1
Listening Comprehension	2
Fluency and Oral Production	2
Vocabulary	1
Written Production	1
TOTAL	10
PRE-TEST TOTAL	7
GAIN	3

STUDENT NEEDS MORE STRUCTURE AND MUST STUDY OUT SIDE OF CLASS. STUDENT IS OFTEN BEHIND OTHERS AND DOES NOT COMPREHEND NEW INFORMATION EASILY.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 8

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	3
Listening Comprehension	4
Fluency and Oral Production	4
Vocabulary	3
Written Production	3
TOTAL	20
PRE-TEST TOTAL	14
GAIN	6

SHOWS INITIATIVE AND HARD WORK. QUESTIONS EVERYTHING AND LEARNS AS A RESULT. NEEDS EXTENSIVE CONVERSATION THAT IS TOPICAL TO JOB. NEED ENVIRONMENT CONDUCIVE TO ORAL PRACTICE.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 9

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	3
Written Production	4
TOTAL	19
PRE-TEST TOTAL	14
GAIN	5

STUDENT IS PROGRESSING VERY WELL. IS EAGER TO ACQUIRE A BETTER WORKING KNOWLEDGE OF ENGLISH. ASKS QUESTIONS WHEN UNCERTAIN, WRITES WELL.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 10

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	2
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	2
Written Production	3
TOTAL	15
PRE-TEST TOTAL	14
GAIN	1

STUDENT WORKS VERY HARD TO IMPROVE. HAS EXCELLENT ATTENDANCE AND IS ALWAYS PREPARED. RECOGNIZES NEED FOR MORE FLUENCY AND SECURITY IN ENGLISH.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 11

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	4
Listening Comprehension	4
Fluency and Oral Production	3
Vocabulary	3
Written Production	3
TOTAL	20
PRE-TEST TOTAL	11
GAIN	9

STUDENT IS EAGER TO IMPROVE SKILLS. DOES ALL REQUIRED WORK AND STUDIES ON OWN. WILL CONTINUE WORK ON FLUENCY AND VOCABULARY.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 12

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	3
Listening Comprehension	4
Fluency and Oral Production	4
Vocabulary	4
Written Production	4
TOTAL	22
PRE-TEST TOTAL	13.5
GAIN	8.5

STUDENT HAS WORKED TO OPTIMUM POTENTIAL THIS TERM. DOES NOT ASK MANY QUESTIONS NEED PROMPTING FROM TEACHER TO SEE IF WORK IS CHALLENGING ENOUGH. EXCELLENT ATTENDANCE.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 13

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	3
Listening Comprehension	2
Fluency and Oral Production	2
Vocabulary	2
Written Production	3
TOTAL	14
PRE-TEST TOTAL	-
GAIN	0

VERY LATE ENTRY NO PRE-TEST

FINAL SCORES

LEVEL C

TERM-1

STUDENT 14

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	4
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	4
Written Production	4
TOTAL	21
PRE-TEST TOTAL	13
GAIN	8

STUDENT IS MAKING EXCELLENT PROGRESS. USES NEW VOCABULARY W/INTENT TO LEARN AND DOES SO.

FINAL SCORES

LEVEL C

TERM-1

STUDENT 15

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	1
Listening Comprehension	1
Fluency and Oral Production	1
Vocabulary	1
Written Production	0
TOTAL	5
PRE-TEST TOTAL	-
GAIN	0

VERY LATE ENTRY NO PRE-TEST

STUDENT REPORTS

LEVEL C

TERM-1

To: Yolanda Vilato, Personnel Manager, S.A.

From: Nancy Esparta, Instructor

Student progress report, end of Term 1, Level C

****

STUDENT

1. STUDENT ATTENDED REGULARLY AND SHOWS GOOD IMPROVEMENT. STILL NEEDS PRONUNCIATION PRACTICE ON SOME SOUNDS.

2. GOOD ATTENDANCE, SHOWS VERBAL IMPROVEMENT. STRUCTURES ARE MORE ACCURATE.

3. STUDENT ATTENDANCE GOOD, SLIGHT IMPROVEMENT, STRUCTURES ARE MORE ACCURATE.

4. STUDENT HAS MUCH CLEAR IDEA OF WHERE TO PUT WORDS IN ENGLISH. STRUCTURES NEED WORK, BUT PROGRESS IS SATISFACTORY.

5. STUDENT HAS DIFFICULTY RESPONDING TO ENGLISH. IF NOT DEMANDED, NATIVE LANGUAGE IS USED IN ALL SITUATIONS.

6. STUDENT IS PROGRESSING WELL. RECOGNIZES NECESSITY OF ENGLISH TO WORK. WANTS TO ADVANCE AND CHANGE JOBS. NEEDS CONFIDENCE IN SPEAKING.

7. STUDENT NEEDS MORE STRUCTURE AND MUST STUDY OUTSIDE OF CLASS. STUDENT IS OFTEN BEHIND OTHERS AND DOES NOT COMPREHEND NEW INFORMATION EASILY.

8. SHOWS INITIATIVE AND HARD WORK. QUESTIONS EVERYTHING AND LEARNS. NEEDS EXTENSIVE CONVERSATION THAT IS TOPICAL TO JOB. NEEDS ENVIRONMENT CONDUCIVE TO ORAL PRACTICE.

9. STUDENT IS PROGRESSING VERY WELL, IS EAGER TO ACQUIRE A BETTER WORKING KNOWLEDGE OF ENGLISH. ASKS QUESTIONS WHEN UNCERTAIN, WRITES WELL.

10. STUDENT WORKS VERY HARD TO IMPROVE. HAS EXCELLENT ATTENDANCE AND IS ALWAYS PREPARED. RECOGNIZES NEED FOR MORE FLUENCY AND SECURITY IN ENGLISH.

11. STUDENT IS EAGER TO IMPROVE SKILLS. DOES ALL REQUIRED WORK AND STUDIES ON OWN. WILL CONTINUE WORK ON FLUENCY AND VOCABULARY.

12. STUDENT HAS WORKED TO OPTIMAL POTENTIAL THIS TERM. DOES NOT ASK MANY QUESTIONS, NEEDS PROMPTING FROM INSTRUCTOR TO SEE IF WORK IS CHALLENGING ENOUGH. EXCELLENT ATTENDANCE.

13. VERY LATE ENTRY, NO PRETEST.

14. STUDENT IS MAKING EXCELLENT PROGRESS. USES NEW VOCABULARY WITH INTENT TO LEARN, AND DOES SO.

15. VERY LATE ENTRY, NO PRETEST.

CLASS LIST

TERM 1

LEVEL: MATH

INSTRUCTOR: Carole Bergen

TIME: 1:00-2:30

DAYS: Mon. & Wed.

NAME

1. Anderson, Altagracia
2. Ampia, William
3. Arriaga, Mariano
4. Bailey, Dalhia
5. Bullock, Antoinnette
6. Bennett, Inez
7. Forte, Joseph
8. Guzman, Gloria
9. Indrovo, Nuvia
10. Maldonado, Lyda
11. Mcintyre, Basil
12. Mckenzie, Alice
13. Persaud, Baldat
14. Ramos, Raymond
15. Vasquez, Mariana

PRETEST 1

BASIC MATH (WHOLE NUMBERS)

TERM-1

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 984 + 39 + 8707

2. Subtract: 3002 - 648

3. Multiply: 809 X 76

4. Divide: 17469 - 27

5. Find the average of the following package weights: 22, 18, 27, 33, 25

6. Find the value of 4^3

7. Find the value of 81

8. Compute the value of the following expression using the correct order of operations:

$$2 + 7 \times 5$$

9. Write in words: 6,017,504

10. Round to the nearest thousand: 824,796

11.

   a. Compute the **perimeter** of the figure above.

   b. Compute the **area** of the figure above.

12. a. According to the graph at the right, approximately how many ATM cards were issued in 1982?

    b. According to the graph at the right, how many more ATM cards are projected for 1995 than were isssued in 1985?

13. The weight of a package with the tare included is 25 pounds. If the weight of the item in the package is 18 pounds, what is the tare weight?

14. If the cost of one lid is $4, find the cost of 150 lids.

15. If an employee earns $2656 for working 8 weeks, what does he earn for working one week?

PRETEST-2

BASIC MATH (FRACTIONS)

TERM-1

DIRECTIONS: Show all work for each of the following problems on the paper provided. All fractions should be reduced to lowest terms.

1. Reduce to lowest terms: $\frac{80}{104}$

2. Write as a mixed number: $\frac{27}{5}$

3. Write as an improper fraction: $\frac{2}{5}$

4. Add: $\frac{3}{8} + \frac{4}{5}$

5. Subtract: $\frac{5}{6} - \frac{3}{4}$

6. Multiply: $\frac{1}{7} \times \frac{2}{5}$

7. Divide: $8 \div \frac{4}{5}$

8. Find the average of: $\frac{1}{2}$, $\frac{3}{4}$, and $\frac{7}{8}$

9. What is $\frac{2}{5}$ of 15 ?

10. Find the difference of 4 and 2

11. Compute $\frac{4}{5}$

12. In a shipment of 50 boxes, 2 boxes are damaged in transit. What fractional part of the shipment is damaged?

13. Compute the surface area of the figure at the right

14. 6 feet = _______ inches

15. a. Using the inch scale of a ruler, measure the line below correct to the nearest 1/4 inch.

    b. Still using the inch scale, measure the line correct to the nearest 1/16 of an inch.

PRETEST-3

BASIC MATH (FRACTIONS)

TERM-1

DIRECTIONS: Show all work for each of the following problems on the paper provided. All fractions should be reduced to lowest terms.

1. Reduce to lowest terms: $\frac{80}{104}$

2. Write as a mixed number: $\frac{27}{5}$

3. Write as an improper fraction: $\frac{2}{5}$

4. Add: $\frac{3}{8} + \frac{4}{5}$

5. Subtract: $\frac{5}{6} - \frac{3}{4}$

6. Multiply: $\frac{1}{7} \times \frac{2}{5}$

7. Divide: $8 - \frac{4}{5}$

8. Find the average of: $\frac{1}{2}$, $\frac{3}{4}$, and $\frac{7}{8}$

9. What is $\frac{2}{5}$ of 15 ?

10. Find the difference of 4 and 2

11. a. Using the inch scale of a ruler, measure the line below correct to the nearest 1/4 inch.

    b. Still using the inch scale, measure the line correct to the nearest 1/16 of an inch.

PRETEST 4

BASIC MATH (DECIMALS)

TERM-1

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 43.47 + 1.9 + .157

2. Subtract: 8 - 6.2

3. Multiply: 3.4 X .07

4. Divide: .0654 - .03

5. Round this decimal correct to the nearest thousandth: 4.7228

6. Divide and round your answer correct to the nearest tenth: 6.12 - 7

7. Express this decimal as a fraction and reduce to lowest terms: .06

8. Express this fraction as an equivalent decimal: $\frac{2}{25}$

9. Insert the correct symbol (> = <) to make the statement true:

   5.874 ☐ 5.91

10. If Maria's hourly rate of pay is $6.80, how much does she earn for working 7 1/2 hours?

11. Four boxes were shipped to the Motorola Company on Thursday. One box weighed 8 pounds; the second, 4.5 pounds; the third, 7.65 pounds; the fourth, 3.25 pounds. What was the mean or average weight of the boxes shipped?

12. Carlos bought a used car with a down payment of $1000 and 24 monthly payments of $90.50 each. What was the total cost of the car?

13. It costs the Semi-Alloy Company $.036 per hour to run one plating machine. If the plating department runs a machine for fourteen hours per day, how much does it cost to run the machine for a five day work week?

14. The cost to rent a small truck is \$69 per day plus \$0.25 per mile. Find the cost of renting a truck for 1 day if it is driven 250 miles.

15. The table below gives the starting wages, progressive increases, and hourly salary range for workers in a certain factory. Use the table to answer the questions below:

Department	Starting Wage	3 mos.	6 mos.	1 yr.	Qualified Rate	Range
Quality Inspector	\$4.50	.20	.20	.40	\$5.30	\$4.50-\$6.90
Rolling Operator	\$4.90	.20	.20	.40	\$5.70	\$4.90-\$7.90
Casting Supervisor	\$9.00					\$9.00-\$12.50
Shipping Operator	\$6.50					\$6.50-\$8.00
Plater	\$6.00	.30	.30	.30	\$6.90	\$6.00-\$8.25

a. What is the hourly wage of a Plater after working 6 months?

b. After a Quality inspector and a Rolling Operator both work 1 year, how much more per hour will the Rolling Operator be making?

c. How much will a Casting Supervisor make (before taxes) for working a 40 hour week if s/he is being paid the highest possible salary in the range for that position?

16. a. 16 kg = __________ gm

b. .058 m = __________ cm

c. 5.8 L = __________ qt

17. Solve the following proportion for x: $\frac{x}{18} = \frac{5}{8}$

18. Write a proportion and then solve to answer the following question:

An alloy contains 2 gm of gold for every 5 gm of tin.
Find the amount of tin in the alloy if it contains 8.5 gm of gold.

19. Express in standard notation:

a. 2.3×10^{7}

b. 4.32×10^{-4}

PRETEST 5

BASIC MATH (PERCENTS)

TERM-1

DIRECTIONS: Show all work for each of the following problems on the paper provided.

1. Express as an equivalent decimal: 4%.

2. Express as an equivalent percent: 1.5.

3. Express as an equivalent percent: $\frac{4}{5}$.

4. Express as an equivalent fraction: 60%.

5. Express this decimal as a percent correct to the nearest tenth: .1757.

6. Express this fraction to the nearest whole percent: $\frac{7}{16}$.

7. Express as a percent: 13 out of 50.

8. What number is 7% of 650?

9. What percent of 80 is 5?

10. 30% of what number is 14.7?

11. If 2 lids out of a case of 25 lids are defective, what percent of the lids are defective?

12. Juan is currently making $9.60 an hour. If he receives a 4% pay increase, what is his new hourly wage?

13. On a certain day 2% of the employees were absent because of illness. If the factory employs 1200 people, how many were absent?

14. If the sales tax rate is 8 1/4 percent, find the tax on an item that costs $240.

15. After a salt pray test, the corroded surface area of a lid measured 1.5 sq.units. If the surface area of the lid is 40 sq.units, what percent of the surface area is corroded? (Round your answer to the nearest tenth of a percent.)

16. Use the Semi-Alloys' Delivery Performance Chart shown below to answer the following questions:

a. In what month was the OVERALL performance percentage the worst?

b. In what month did the COMBOS division perform better than the DIE ATTACH division?

c. The cumulative percent is calculated by taking the average of the percents given for each month. Calculate the OVERALL cumulative percent for the months of Jan. - July.

REVISED CURRICULUM

BASIC MATH

TERM-1

PURPOSE:

The purpose of the basic skills mathematics course is to improve the computational and reasoning skills of the employees at Semi-Alloys and lead them to better understanding of the math-related problems that they encounter on the job and in everyday life.

OBJECTIVES:

1. To develop the skills necessary to solve a variety of arithmetic problems using the operations of addition, subtraction, multiplication, division, exponentiation and square roots.
2. To develop the reasoning skills necessary to apply the above operations in a variety of problem-solving situations related to real life and the work place.
3. To develop the ability to read and interpret a variety of graphs, charts and tables especially those that relate to the work environment.

PROCEDURE:

All students will be given Pretest 1 which involves whole number operations only. Based on the results of this test, students will be placed at a certainlevel on the whole number continuum. Much of the instruction will be individualized focusing on the student needs. Students will using a text and a variety of supplementary materials supplied by the instructor. When a student has mastered the skills at this first level, s/he will be given a follow-up posttest to measure progress. Depending on their ability, students will progress in a similar manner through operations with fractions, decimals, percents, graphs, and possibly some algebraic topics such as evaluating formulas and solving simple equations. Real life and job-related applications will be included thoroughout the course.

EVALUATION:

A series of 4 pre/post tests have been developed. All students will start with pretest 1 and will receive posttest 1 at the completion of the required material or at the end of term 1 (whichever comes first). Pre/post tests 2, 3, 4 will be administered in a similar manner. It is hoped that by the end of 5 terms, all students will have completed all course content.

REVISED CURRICULUM (Cont'd)

BASIC MATH

TERM-1

CONTENT:

1. Whole Number Skills/Applications

    1.1 Place value
    1.2 Reading and writing large numbers
    1.3 Rounding
    1.4 Operations--Addition, Subtraction, Multiplication, Division
    1.5 Exponents and square roots (perfect squares)
    1.6 Order of operations
    1.7 Find the arithmetic average (Mean) of a group of numbers
    1.8 Reading tables and graphs
    1.9 Measurement (Perimeter, Area, Volume)
    1.10 Word Problems--single operation & multistep problems (life skills and work related

2. Fraction Skills/Applications

    2.1 Equivalent fractions
    2.2 Mixed numbers
    2.3 Comparing and ordering fractions
    2.4 Operations--Addition, Subtraction, Multiplication, Division
    2.5 Computing powers and square roots involving fractions
    2.6 Word problems--single operation & multistep problems (life skills and work related
    2.7 Standard units of measurement (English)
    2.8 Computing perimeter, area, volume with fractional units
    2.9 Finding what fraction one number is of another
    2.10 Ratio and proportion
    2.11 Proportion word problems (life skills and work applications)

3. Decimal Skills/Applications

    3.1 Reading and writing decimals
    3.2 Rounding decimals
    3.3 Comparing and ordering decimals
    3.4 Operations with decimals--addition, subtraction, multiplication, division
    3.5 Interchanging fractions and decimals
    3.6 Powers & Square Roots
    3.7 Metric measurement--reading metric scales
    3.8 Perimeter, area, volume
    3.9 Scientific Notation with positive exponents
    3.10 Word problems--single & multistep (life skills and work related)
    3.11 Decimals and Tables

BASIC MATH

TERM-1

4. Percent Skills/Applications

    - 4.1 Equivalent forms--percent, fraction, decimal
    - 4.2 Finding percent of a number
    - 4.3 Finding what percent one number is of another
    - 4.4 Finding a number when a percent of it is given
    - 4.5 Word problems--single and multistep (life skills and work related)
    - 4.6 Tables and Graphs using percents

5. Graph Skills/Reading and Interpreting

    - 5.1 Pictographs
    - 5.2 Circle graphs
    - 5.3 Bar graphs
    - 5.4 Line graphs

6. Supplementary Topics (Pre-algebra)

    - 6.1 Formulas--perimeter, area, volume, circumference, interest, distance, etc. (others - work related)
    - 6.2 Integers
    - 6.3 Linear equations

MERCY COLLEGE/SEMI-ALLOYS **FALL '93**
BASIC MATH SKILLS **INSTRUCTOR: CAROLE BERGEN**

GROUP LESSONS--TERM I

Class 1

Content: Place Value
Reading and Writing Large Numbers

Procedure:

1. Distribute worksheet on place values of whole numbers from one to a trillion. Have students practice reading and writing the various place values.
2. Write on board: 123 132 231 213 321 312 and discuss how the placement of the digits influences the value of the numbers.
3. Write a large number on the board and separate the digits into groups of three by commas. Discuss the group names and how the commas assist in the reading of the number. Have students practice reading and writing many different large numbers.
4. Put the written words for a number on the board and have students write the number using digits.
5. Put large numbers on the board that are related to the workplace such as the number of lids ordered, the weight of a shipment, the number of lids shipped per month, etc. and have students read, write and compare the size of the numbers.

Class 2

Content: Rounding Numbers
Adding and Subtracting Whole Numbers
Estimating Answers to Addition and Subtraction Problems

Procedure:

1. Write a large number on the board and discuss rounding to different degree of accuracy.(nearest ten, hundred, thousand, etc.)
2. Give workplace examples such as "One month the number of lids produced was 2,834,876. Round this number to the nearest thousand."
3. Review operations of addition and subtraction. Practice several examples by hand and then on the calculator.
   Work-related problems:
   a. A package weighs 58 pounds. If the tare weight is 6 pounds, what is the weight of the merchandise?
   b. A company orders 5000 lids and 4800 lids are available. How many lids are missing from the order?

Class 3

Content: Multiplication and Division of Whole Numbers
Shortcuts for Multiplying and Dividing by 10, 100, 1000, etc.
Estimating Answers by Rounding

Procedure:

1. Write several multiplication and division examples on the board and have students try to compute by hand. Then go over the correct way to do the operations and show how to use the calculator to multiply and divide.
2. Discuss the remainder in division--expressed as whole number, fraction and a decimal and how these various forms are related.
3. Do several work-related problems such as:
   a. A combo operator earns $6 per hour. How much will she earn working 8 hours per day? How much for a 5-day week? How much for 50 weeks?

b. A $12,000 bonus is to be equally divided among 50 workers. How much does each one receive?

Class 4

Content: Solving a Variety of Word Problems Involving Addition, Subtraction, Multiplication and Division.
Using the Memory in the Calculator to Compute Problems Involving More Than One Operation.

Procedure:

1. Pass out worksheet which gives examples of key words that can be used to determine the correct operation to be used. Have students read and solve the problems on the worksheet.
2. Give additional examples of word problems and have students discuss the correct operations to use to solve the problems.
3. Use problems such as the following to show students the value of the memory key on the calculator when more than one calculation is to be made. There are many such problems in the text: "A certain company employs 2 bookkeepers @$18,000 each per year, 4 salesmen @$25,000 each per year and 20 assemblers at $15,000 each per year. What is the total amount of all the salaries?"

Class 5

Content: Finding Averages
Finding a Missing Number When the Average is Known

Procedure:

1. Discuss the meaning of an average and the process for computing the arithmetic average. Give several examples.
2. Give several work-related problems such as:
   a. The number of lids produced by a certain division in one week are as follows: Mon. 5,688; Tues. 2,467; Wed. 6,742; Thurs.1,028; Fri. 5,680. Find the average number of lids produced per day.
   b. The shipping weights of 4 packages are as follows: 58 lbs., 42 lbs., 35 lbs., 21 lbs. Find the average package weight.
   c. The goal for the Combos Division was to produce an average of 10 or less defective lids in the first quarter of the year. If they produced 9 defective lids in January and 13 defective lids in February, what is the maximum number of defective lids that can be produced in March if they succeed in reaching their goal?

Class 6

Content: Exponents
Square Roots

Procedure:

1. Write examples of exponential expressions on the board and have students evaluate.
2. Discuss the meaning of terms such as power, square, cube, base, etc.
3. Write a table of perfect squares on the board and discuss the meaning of square root. Use the calculator to find square roots of non-perfect squares. Discuss decimal approximations.

Class 7

Content: Order of Operations

Procedure:

1. Write on board 3 + 2 x 5 and discuss alternate interpretations. Then show the need for a consistent approach to evaluate problems such as the one given so that only one answer is correct.
2. Write the correct order of operations on the board and give many different examples of problems for students to evaluate. Introduce exponents and parentheses in expressions and discuss how these can be done.

Class 8

Content: Reading and Interpreting a Variety of Graphs and Tables

Procedure:

1. Pass out several worksheets containing different kinds of tables and graphs.
2. Discuss words such as scale, maximum, minimum, more than, etc. and how the table or graph can be used to answer a variety of questions.
3. Pass out the Semi-Alloy "Minimum Acceptable Quality Level" graph and discuss various questions that can be answered using the graph.

Class 9

Content: Perimeter
Area

Procedure:

1. Use cable to demonstrate the concept of perimeter and why one might need to know the perimeter of a room if a cable were to be installed around the outside wall.
2. Discuss concept of area and when the measurement of area of a room is important. Use the example of carpeting.
3. Discuss linear vs. square units--especiallly important when converting from square feet to square yards to compute cost of carpeting.
4. Pass out class worksheets on area and perimeter and have students complete.

Class 10

Content: Volume

Procedure:

1. Use a box filled with cubes 1 inch square to demonstrate the concept of volume and discuss situations where the measurement of volume might be important. (Contents of a box, can, etc.)
2. Discuss cubic units and distinguish from linear and square units.
3. Pass out class worksheet on volume and have students complete.

MERCY COLLEGE/SEMI-ALLOYS **FALL '93**
BASIC MATHEMATICS **INSTRUCTOR: CAROLE BERGEN**

CONSIDERATIONS IN DEVELOPING A BASIC MATHEMATICS PROGRAM FOR SEMI-ALLOYS EMPLOYEES:

1. Students entering the class have differing backgrounds, math skills, and jobs within the factory. The entering ability level of students in the first class ranged from students who could perform only simple addition of whole numbers to students who were competent in most areas but needed a brush-up on fractions and percents. To meet these wide variety of needs, the program had to be as individualized as possible.

2. Both the managers and students in the program indicated that the students' math knowledge was adequate for the job that they were currently performing. Therefore, they were hoping that the program would strengthen their overall math background to make them eligible for a promotion in the future.

3. All students in the class indicated that they wanted to learn more life-skills math to make them better prepared to handle math problems that they might encounter both on the job and in daily life. Several students in the class had children or grandchildren who were currently enrolled in math courses in school and they felt that they would like to be able to understand what their children were doing and to help them if possible. Before taking the math skills class, they were unable to be of much help since they didn't understand the math themselves.

WITH THE ABOVE CONSIDERATIONS IN MIND, THE COURSE OUTLINE WHICH FOLLOWS WAS DEVELOPED AND THE 90 MINUTE CLASS WAS STRUCTURED AS FOLLOWS:

Each class was divided into two parts:

Part 1 Group lesson for all students (30 - 45 minutes) Work-related and life-skills applications were integrated into the class whenever possible.

Part 2 Individualized and small group work using text, and worksheets (45 - 60 minutes). Whenever possible, worksheets were created to include job-related applications. Students used individualized checklists to keep track of their progress. While students were working, the instructor would briefly discuss individually with each student problems encountered and would update the instructor progress records.

Regarding homework:

All students were encouraged to continue their individualized work at home so that they would progress through the program more rapidly. Some students did much outside work. Others said that they had many responsibilities outside of class and were unable to do any outside work.

Every Monday, one or two challenging problems of the week would be given to all the students to take home and work alone or with family members. The following Monday students would share their solutions with the class and discuss how they solved the problems. Most students tried to do these problems each week (even the ones who didn't have time for regular homework). Several had family members working with them and they seemed to look forward to each new challenge. Occasionally, students would bring in their own challenge problems for the class to try.

ASSIGNMENTS 1

BASIC MATH

TERM-1

WHOLE NUMBER SKILLS AND APPLICATIONS--CONTENT AND ASSIGNMENTS

TOPIC	READ AND STUDY	WRITTEN EXERCISES	DONE
Place Value Reading and Writing large numbers	Text pp.7-8 & supplemental worksheets if necessary	Text p. 10 # 1-11 and worksheet--large numbers	
Rounding Numbers	Text pp.8-9	Text. p.10 #12-17 and worksheet--rounding	
Addition/applications	Text p.11	pp.12-13 #1-15	
Subtraction/ applications	Text p. 15-16	p.17 #1-15	
Multiplication/ applications	Text p. 19	pp.20-21 #1-15	
Division/applications Arithmetic Average	Text pp.23-24 & supplemental worksheet on finding averages	p.25 #1-14 and worksheet--averages	
Exponents	Supplemental worksheet	worksheet--exponents	
Square roots	Supplemental worksheet	worksheet--square roots	
Order of Operations	Supplemental worksheet	worksheet--order of operations	
Reading Tables/Graphs	Supplemental worksheet	worksheet--tables worksheet--graphs	
Measurement--perimeter area, volume	Supplemental worksheet	worksheets--perimeter,area, volume	
Word Problems/single operation & multi-step	Supplemental worksheets	worksheets--life skills and work-related	

ASSIGNMENTS 2

BASIC MATHEMATICS

TERM-1

FRACTION SKILLS AND APPLICATIONS--CONTENT AND ASSIGNMENTS

TOPIC	READ AND STUDY	WRITTEN EXERCISES	
Introduction to fractions--Writing fractions	p. 27	Worksheet #1	
Reducing to lowest terms	Text pp.27-28	Text. p.30 #1-16	
Equivalent fractions		Worksheet #2	
Proper & improper Mixed numbers	Text p. 29	p.30-31 #17-48	
Comparing & ordering fractions		Worksheet 3	
Addition	Text pp.33-36	p.36 #1-19	
Subtraction	Text p. 37	p.38 #1-15	
Multiplication	Text p.39	p.40 #1-23	
Division	Text pp. 41-42	p.43 #1-16	
Evaluating Powers & Roots with fractions		Worksheet 4	
Computing perimeter area, volume using fractions		Worksheet 5	
Finding what fraction one number is of another		Worksheet 6	
Fraction applications		Worksheet 7	
Standard units of Measure		Worksheet 8	

DECIMAL SKILLS AND APPLICATIONS--CONTENT AND ASSIGNMENTS

TOPIC	READ AND STUDY	WRITTEN ASSIGN.	DONE
Reading & Writing Decimals	Text p.45 & supplemental worksheet	Worksheet #1	
Fractions to Decimals	Text p.45	Text. p.46 # 1-15	
Decimals to Fractions	Text p.47	p.48 #1-15	
Comparing & Ordering Decimals	Worksheet #2	Worksheet #2	
Adding Decimals	Text p. 49	p.50 #1-13	
Subtracting Decimals	Text p.51	p.52 #1-12	
Rounding Decimals	Text p.53	p.54 #1-8	
Multiplying Decimals	Text p. 54	p. 55 #1-15	
Dividing Decimals	Text p. 57	pp. 57-58 # 1-16	
Powers & Roots with Decimals		Worksheet #3	
Perimeter, Area, Volume with Decimals		Worksheet #4	
Scientific Notation	Worksheet # 5	Worksheet #5	
Decimal Applications Word Problems--Life Skills and Work Related		Worksheet #6	
Reading Tables with Decimal Entries		Worksheet #7	
Metric Measurement	Worksheet #8	Worksheet #8	
Ratio & Proportion	Worksheet #9	Worksheet #9	
Proportion Word Problems--Life Skills & Work Related	Worksheet #10	Worksheet #10	

ASSIGNMENTS 3.A

BASIC MATH

TERM-1

DECIMAL SKILLS AND APPLICATIONS--CONTENT AND ASSIGNMENTS

TOPIC	READ AND STUDY	WRITTEN ASSIGN.	DONE
Reading & Writing Decimals	Text p.45 & supplemental worksheet	Worksheet #1	
Fractions to Decimals	Text p.45	Text. p.46 # 1-15	
Decimals to Fractions	Text p.47	p.48 #1-15	
Comparing & Ordering Decimals	Worksheet #2	Worksheet #2	
Adding Decimals	Text p. 49	p.50 #1-13	
Subtracting Decimals	Text p.51	p.52 #1-12	
Rounding Decimals	Text p.53	p.54 #1-8	
Multiplying Decimals	Text p. 54	p. 55 #1-15	
Dividing Decimals	Text p. 57	pp. 57-58 # 1-16	
Powers & Roots with Decimals		Worksheet #3	
Perimeter, Area, Volume with Decimals		Worksheet #4	
Scientific Notation	Worksheet # 5	Worksheet #5	
Decimal Applications Word Problems--Life Skills and Work Related		Worksheet #6	
Reading Tables with Decimal Entries		Worksheet #7	
Metric Measurement	Worksheet #8	Worksheet #8	
Ratio & Proportion	Worksheet #9	Worksheet #9	
Proportion Word Problems--Life Skills & Work Related	Worksheet #10	Worksheet #10	

ASSIGNMENTS 3.B

BASIC MATH

TERM-1

DECIMAL SKILLS AND APPLICATIONS--CONTENT AND ASSIGNMENTS(Cont'd)

TOPIC	READ AND STUDY	WRITTEN ASSIGN.	DONE
Decimal Applications Word Problems		Worksheet # 6	
Reading Tables with Decimal Entries		Worksheet # 7	
Metric Measurement	Worksheet # 8	Worksheet # 8	
Ratio & Proportion	Worksheet # 9	Worksheet # 9	
Proportion Word Problems	Worksheet # 10	Worksheet # 10	

DECIMAL SKILLS AND APPLICATIONS--CONTENT AND ASSIGNMENTS(Cont'd)

TOPIC	READ AND STUDY	WRITTEN ASSIGN.	DONE
Decimal Applications Word Problems		Worksheet # 6	
Reading Tables with Decimal Entries		Worksheet # 7	
Metric Measurement	Worksheet # 8	Worksheet # 8	
Ratio & Proportion	Worksheet # 9	Worksheet # 9	
Proportion Word Problems	Worksheet # 10	Worksheet # 10	

Name______________________

COMPARING AND ORDERING FRACTIONS

To Compare two or more fractions means to determine which fraction has the largest value. To compare two or more fractions:

1. First, change the given fractions to fractions that have the same denominators.
2. Then, compare the numerators. The fraction with the largest numerator has the larger value.

Remember the symbols: > means "is greater than"
< means "is less than"
= means "is equal to"

EXAMPLE 1: Which is larger? $\frac{3}{4}$ or $\frac{2}{3}$

Change both fractions to fractions with the same denominator. Since both 3 and 4 divide into twelve, 12 is the least common denominator.

$$\frac{3}{4} = \frac{9}{12} \quad \text{and} \quad \frac{2}{3} = \frac{8}{12}$$

Since $\frac{9}{12} > \frac{8}{12}$ then $\frac{3}{4} > \frac{2}{3}$

EXAMPLE 2: Insert the correct symbol (> < =)between the two fractions to make the statement true.

$$\frac{3}{5} \qquad \frac{7}{10}$$

Since $\frac{3}{5} = \frac{6}{10}$ and $\frac{7}{10} = \frac{7}{10}$

The correct symbol is < and the statement reads: $\frac{3}{5} < \frac{7}{10}$

EXAMPLE 3: Arrange the fractions in order from smallest to largest: $\frac{5}{8}$ $\frac{3}{4}$ $\frac{1}{2}$

We can use 8 as the least common denominator since 8, 4, and 2 will all divide into 8 evenly

$$\frac{5}{8} = \frac{5}{8} \qquad \frac{3}{4} = \frac{6}{8} \qquad \frac{1}{2} = \frac{4}{8}$$

So the correct order is $\frac{1}{2}$ $\frac{5}{8}$ $\frac{3}{4}$

Now try the examples on the next page.

MERCY COLLEGE/SEMI-ALLOYS   DECIMAL APPLICATIONS   WORKSHEET #6

Show all work for solving each of the following problems on another sheet of paper.

1. A machine lathe takes 0.017 inch from a brass bushing that is 1.412 inches thick. Find the resulting thickness of the bushing.

2. The state income tax on a business is $820 plus 0.08 times the profit. If the profit for the year was $64,860, what is the amount of State income tax owed?

3. In the diameter of a lid is given as .230 + .005, compute the largest and smallest possible values for the diameter.

4. A landscape supply firm sells irrigation pipe. Plastic pipe costs $0.18 per foot and copper pipe is $1.68 per foot. If a customer needs 136.5 feet for a lawn, how much will she save if she chooses plastic pipe?

5. You have been asked to determine the amount of storage space needed to hold the shipment of inventory given below:

Carton contents	Length	Width	Height	Quantity
Computer	37 in.	22.75 in.	29.5 in.	14
Printers	40.625 in.	32.5 in.	27 in.	30
Computer Paper	27.5 in.	15.1875 in.	18.125	100

   a. Calculate the smallest volume (in cubic inches) of storage space required to hold all of the shipment.

   b. Determine the number of cubic feet that is equal to the answer in part a. (Note: 12 x 12 x 12 = 1728 cu.in in 1 cu. foot)

8. A worker is hired at an hourly rate of $5.80 for a 40-hour work week. He is paid time-and-a-half for all hours over 40.

   a. If he works a 48 hour week, what is his gross pay per week?

   b. If he receives $0.20 raise every 3 months, how what hourly rate will he be making at the end of one year? What will his overtime rate be at the end of one year?

9. Ryder truck rental charges $69 per day plus $0.25 per mile to rent a 12-foot truck. If you rented the truck for 5 days and drove it 840 miles, how much would it cost?

10. A used car can be purchased for $2000 cash or by paying 24 monthly payments of $127.90 each. How much would you save by paying cash for the car?

11. 3.5 liters equals how many milliliters?

12. It costs the Semi-Alloy Company $0.036 per hour to run one plating machine. If the plating department runs a machine for fourteen hours per day, how much does it cost to run the machine for a five-day work week?

13. The weights of 5 plastic containers are as follows:
    1.05 gm   0.75 gm   2.2 gm   0.899 gm
    Arrange these weights in order from smallest to largest.

MERCY COLLEGE/SEMI-ALLOYS
INSTRUCTOR: CAROLE BERGEN

BASIC MATH SKILLS
PRETEST 3/DECIMALS

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 43.47 + 1.9 + .157

2. Subtract: 8 - 6.2

3. Multiply: 3.4 X .07

4. Divide: .0654 - .03

5. Round this decimal correct to the nearest thousandth: 4.7228

6. Divide and round your answer correct to the nearest tenth: 6.12 - 7

7. Express this decimal as a fraction and reduce to lowest terms: .06

8. Express this fraction as an equivalent decimal: $\frac{2}{25}$

9. Insert the correct symbol (> = <) to make the statement true:

   5.874 ☐ 5.91

10. If Maria's hourly rate of pay is $6.80, how much does she earn for working 7 1/2 hours?

11. Four boxes were shipped to the Motorola Company on Thursday. One box weighed 8 pounds; the second, 4.5 pounds; the third, 7.65 pounds; the fourth, 3.25 pounds. What was the mean or average weight of the boxes shipped?

12. Carlos bought a used car with a down payment of $1000 and 24 monthly payments of $90.50 each. What was the total cost of the car?

13. It costs the Semi-Alloy Company $.036 per hour to run one plating machine. If the plating department runs a machine for fourteen hours per day, how much does it cost to run the machine for a five day work week?

14. The cost to rent a small truck is $69 per day plus $0.25 per mile. Find the cost of renting a truck for 1 day if it is driven 250 miles.

OVER--->

Name________________________________

The table below gives the starting wages, progressive increases, and hourly salary range for workers in a certain factory. Use the table to answer the questions below:

Department	Starting Wage	3 mos.	6 mos.	1 yr.	Qualified Rate	Range
Quality Inspector	$4.50	.20	.20	.40	$5.30	$4.50-$6.90
Rolling Operator	$4.90	.20	.20	.40	$5.70	$4.90-$7.90
Casting Supervisor	$9.00					$9.00-$12.50
Shipping Operator	$6.50					$6.50-$8.00
Plater	$6.00	.30	.30	.30	$6.90	$6.00-$8.25

1. What is the hourly wage of a Rolling Operator after working 6 months?

2. After a Quality inspector and a Plater both work 1 year, how much more per hour will the Plater be making?

3. How much will a Casting Supervisor make for working a 40 hour week if s/he is being paid the highest possible salary in the range for that position?

4. A company has 10 platers on its payroll who are all earning the base salary for that position. How much will it cost to pay all ten platers for working 40 hours each.

5. If all ten platers are promoted and receive the top salary for their position, how much will it cost to pay all ten platers for working 40 hours each?

6. If a company employs 5 rolling operators who are all receiving the qualified rate, what will it cost to pay all 5 employees for six 140-hour weeks?

MERCY COLLEGE/SEMI-ALLOYS **DECIMAL WORKSHEET # 8**

Name____________________

THE METRIC SYSTEM

The system of measurement used in most countries throughout the world, and in some parts of America is the **metric system.** In the metric system, there are basic units for length, weight, and volume.

BASIC UNITS IN THE METRIC SYSTEM

1. FOR LENGTH: meter (m) - a little longer than a yard
2. FOR WEIGHT: gram (g) - about the weight of a paper clip
3. FOR VOLUME: liter (l) - a little more than a quart

Larger or smaller units are obtained by multiplying or dividing the basic units by powers of 10. Prefixes are used to signify the change from one of the basic units.

PREFIXES IN THE METRIC SYSTEM

kilo (k) - means a thousand (1000)
hecto (h) - means a hundred (100)
deca (da) - means ten (10)
deci (d) - means a tenth 1 or .1

centi (c) - means a hundredth 1 or .01

milli (m) - means a thousandth 1 or .001

The most commonly used prefixes are kilo, centi, and milli. Putting a prefix together with a basic unit gives the other units in the metric system. For example:

kilogram means 1000 grams (1 kg = 1000 g)
centimeter means 1 meter (1 cm = .01 m)

milliliter means 1 liter (1mL = .001 L)

The chart below shows the metric units and their relative size.

LARGER UNITS			BASIC UNIT	SMALLER UNITS		
kilo (1000)	hecto (100)	deca (10)	1	deci (.1)	centi (.01)	milli (.001)
km	hm	dam	meter	dm	cm	mm
kg	hg	dag	gram	dg	cg	mg
kl	hl	dal	liter	dl	cl	ml

Because the metric system is based on powers of 10, units in the metric system can be changed by a simple movement of the decimal point using the chart at the bottom of page 1. Moving from each column to a column on its right is equivalent to multiplying by 10. Moving from each column to a column on its left is equivalent to dividing by 10.

Steps to convert units in the metric system using the chart on page 1:

1. Locate the unit that you are given and the unit that you wish to find.

2. Determine how many places and in what direction you must move the decimal point to get from the unit you are given to the new unit.

Example 1: 4200 cm = ______ m

km hm dam m dm cm mm

2 positions

1. Converting cm to m requires moving 2 positions to the left.

2. Move the decimal point the same number of places and in the same direction. This is equivalent to dividing by 100.

4200 cm = __________ m
2 places left

Example 2: 2.4 kg = ________ g

kg hg dag g dg cg mg

3 positions

1. Converting kg to g requires moving 3 positions to the right.

2. Move the decimal point the same number of places and in the same direction. This is equivalent to multiplying by 1000.

2.4 kg = ______________ g
3 places right

Example 3: .05 liters = __________dl

kl hl dal l dl cl ml

1 position

1. Converting liters to deciliters requires moving 1 place to the right.

2. Move the decimal point the same number of places and in the same direction. This is equivalent to multiplying by 10.

.05 L = ______________dL
1 place right

MERCY COLLEGE/SEMI ALLOYS   DECIMAL WORKSHEET #9

Name____________________________

RATIO AND PROPORTION

A RATIO IS A COMPARISON OF TWO NUMBERS BY DIVISION. IF AN ORDER OF COMBO LIDS CONTAINS 2000 SEMALLOY LIDS AND 6000 PLASTALLOY LIDS, WE CAN SAY THAT THE RATIO OF SEMALLOY LIDS TO PLASTALLOY LIDS IS

$$\frac{\text{SEMALLOY}}{\text{PLASTALLOY}} = \frac{2000}{6000} \quad \text{WHICH REDUCES TO } \frac{1}{3}$$

THIS RATIO CAN BE WRITTEN IN ONE OF THREE WAYS:

$$\frac{2000}{6000} \quad \text{OR} \quad 2000:6000 \quad \text{OR} \quad 2000 \text{ to } 6000$$

AND IS READ "2000 TO 6000".

THE FINAL RATIO SHOULD ALWAYS BE GIVEN IN LOWEST TERMS SO THE RATIOS GIVEN ABOVE SHOULD BE SIMPLIFIED AS $\frac{1}{3}$ OR 1:3 OR 1 TO 3

THE RATIO OF PLASTALLOY LIDS TO SEMALLOY LIDS WOULD BE WRITTEN AS

$$\frac{\text{PLASTALLOY}}{\text{SEMALLOY}} = \frac{6000}{2000} = \frac{3}{1}$$

THE RATIO OF SEMALLOY LIDS TO THE TOTAL NUMBER OF LIDS IN THE ORDER WOULD BE WRITTEN AS $\frac{\text{SEMALLOY}}{\text{TOTAL}} = \frac{2000}{8000} = \frac{1}{4}$

PRACTICE PROBLEMS

1. An order contains 1000 Hi-Rel lids and 2500 Standard lids. Give each of the following ratios and then reduce your answer to lowest terms:

   a. The ratio of Hi-Rel Lids to Standard Lids

   b. The ratio of Standard Lids to Hi-Rel Lids

   c. The ratio of Standard Lids to the Total number of lids in the order

2. A company decides place an order for Combos Hi-Rel lids but wants different configurations. They require 400 Flat lids and 600 GKL Window Lids. Give each of the following ratios. Don't forget to reduce all ratios to lowest terms.

   a. The ratio of GKL Window lids to Flat Lids?

   b. The ratio of Flat Lids to the Total number of Lids ordered.

   c. The ratio of Total number of Lids to the GKL Window Lids

3. A rectangular item has a width of 5 cm and a length of 200 mm.

   a. Convert 5 cm to millimeters.
   b. Express the ratio of width to length using millimeters.

A PROPORTION IS AN EQUATION WHICH STATES THAT TWO RATIOS ARE EQUAL.

$\frac{2}{3} = \frac{4}{6}$ IS A PROPORTION

ON THE PREVIOUS PAGE, YOU LEARNED THAT RATIOS CAN BE WRITTEN IN FRACTION FORM, COLON FORM AND WORD FORM. FOR EXAMPLE, THE RATIO $\frac{2}{3}$ CAN ALSO BE WRITTEN AS 2:3 OR 2 to 3.

THE PROPORTION ABOVE CAN BE WRITTEN AS:

$\frac{2}{3} = \frac{4}{6}$ OR 2:3 = 4:6 OR 2 to 3 = 4 to 6

THE FIRST AND LAST TERMS OF THE PROPORTION ARE CALLED THE EXTREMES. THE SECOND AND FOURTH TERMS ARE CALLED THE MEANS.

$\overset{\text{extreme}}{}\ \frac{2}{3}\ \underset{\text{mean}}{} = \frac{4}{6}$ (extreme 2, mean 3; mean 4, extreme 6)

extreme $\frac{2}{\text{mean } 3} = \frac{4 \text{ mean}}{6 \text{ extreme}}$ OR $\overset{\text{means}}{\underset{\text{extremes}}{2:3 = 4:6}}$

IN THE ABOVE PROPORTION THE EXTREMES ARE 2 AND 6; THE MEANS ARE 3 AND 4.

IN ANY TRUE PROPORTION, THE PRODUCT OF THE MEANS EQUALS THE PRODUCT OF THE EXTREMES.

$\frac{2}{3} = \frac{4}{6}$ Note that 3 4 = 2 6
Therefore, this is a true proportion.

IF THE PRODUCT OF THE MEANS DOES NOT EQUAL THE PRODUCT OF THE EXTREMES, THEN THE EXPRESSION IS NOT A TRUE PROPORTION.

FOR EXAMPLE $\frac{4}{5} = \frac{6}{10}$ IS NOT A TRUE PROPORTION SINCE
5 6 = 4 10
30 = 40

PRACTICE PROBLEMS

In each of the examples below, give the means and the extremes and then multiply to determine if the product of the means equals the product of the extremes. The first one is done for you.

	MEANS	EXTREMES	PRODUCT OF MEANS	PRODUCT OF EXTREMES	IS THE EXPRESSION A TRUE PROPORTION?
4) $\frac{1}{2} = \frac{4}{8}$	2,4	1,8	2 4 = 8	1 8 = 8	YES
5) $\frac{3}{5} = \frac{15}{30}$					
6) $\frac{6}{7} = \frac{18}{21}$					
7) $\frac{9}{10} = \frac{99}{100}$					

WE CAN USE THE FACT THAT THE PRODUCT OF THE MEANS EQUALS THE PRODUCT OF THE EXTREMES TO FIND THE MISSING TERM IN A PROPORTION.

EXAMPLE 1: FIND THE VALUE OF X: $\frac{8}{4} = \frac{X}{3}$

1. **First, find the product of the means and the extremes and set them equal to each other.** $4X = 8\ 3$
   $4X = 24$
2. **Then divide both sides by 4 to solve for x.** $\frac{4X}{4} = \frac{24}{4}$
3. **Simplify each side.** $X = 6$
4. **Check your answer by substituting it for X in the original proportion:**
   $\frac{8}{4} = \frac{6}{3}$ Since $4\ 6 = 8\ 3$, the answer is Correct.

EXAMPLE 2: FIND THE VALUE OF m: $\frac{7}{m} = \frac{3}{5}$

1. **Find the product of the means and the extremes and set them equal.** $3\ m = 35$
2. **Divide both sides by 3 to solve for m.** $\frac{3m}{3} = \frac{35}{3}$
3. **Simplify.** $m = \frac{35}{3}$ **or 11**
4. **Check:** $\frac{7}{35/3} = \frac{3}{5}$ **Since** $\frac{35}{3}\ 3 = 7\ 5$**, the answer is correct**

PRACTICE PROBLEMS

Solve each of the following for the missing term:

8. $\frac{x}{80} = \frac{4}{5}$
9. $\frac{5}{3} = \frac{w}{9}$
10. $\frac{6}{19} = \frac{32}{m}$
11. $\frac{3}{x} = \frac{5}{45}$
12. $\frac{.8}{y} = \frac{.04}{2}$
13. $\frac{.05}{8} = \frac{t}{40}$
14. $\frac{\frac{1}{2}}{\frac{3}{4}} = \frac{t}{10}$
15. $\frac{w}{6} = \frac{}{12}$
16. $\frac{1.5}{x} = \frac{.45}{.6}$
17. $\frac{72}{10} = \frac{2.16}{x}$
18. $\frac{.02}{8} = \frac{.4}{y}$
19. $\frac{1.5}{3} = \frac{.5}{x}$

MERCY COLLEGE/SEMI-ALLOYS **COMPARING AND ORDERING DECIMALS** **WORKSHEET #2**

NAME______________________________

NOTE THAT THE DECIMAL **.7 = .70 = .700 = .7000**

BECAUSE $\frac{70}{100} = \frac{7}{10}$ AND $\frac{700}{1000} = \frac{7}{10}$ AND $\frac{7000}{10000} = \frac{7}{10}$

WITH DECIMALS, ZEROES AFTER THE LAST NON-ZERO DIGIT CAN BE ADDED OR DELETED WITHOUT CHANGING THE VALUE.

TO COMPARE DECIMALS, CHANGE THEM, BY ADDING ZEROS ON THE RIGHT, INTO DECIMALS ALL OF WHICH HAVE THE SAME NUMBER OF DECIMAL PLACES. THEN COMPARE THE RESULTING NUMBERS.

Example 1: Insert the correct symbol (> < =) to make a true statement:

.64 _____ .8

First, add a zero to .8 so that both decimals contain the same number of places.

.64 _____ .80

Since .64 is smaller than .80, insert a less than symbol and write .64 < .80

Example 2: Arrange the following decimals in order from smallest to largest:

.87 .9 .4329 .29999

First, add zeros so that all decimals contain the same number of places:

.87000 .90000 .43290 .29999

Then arrange in order:

.29999 .43290 .87000 .90000

Zeros may be dropped in the final answer:

.29999 .4329 .87 .9

EXERCISES **REPLACE THE BLANK WITH THE CORRECT SYMBOL <, >, =**

1. .7 _____ .53
2. .463 _____ .6
3. .08 _____ .6999
4. .40 _____ .4
5. .128 _____ .13
6. .584 _____ 5.84
7. .080 _____ .08
8. 10.824 _____ 10.9
9. .9999 _____ 1
10. The weights of five plastic container are given as:
    0.15 gm., 0.9 gm., 0.85, gm., 1.05 gm., 0.955 gm.
    Arrange these weights in order from lightest to heaviest (ascending order)
11. After a certain reliability test, lot #1 weighed 2.42 grams and lot #2 number weighed 2.6 grams. Which lot has the heavier weight?
12. The tare weights of different packages are given below. Arrange them in order from heaviest to lightest (descending order).

    2.6 lbs. .897 lbs. 1.24 lbs. .999 lbs. 2.58 lbs.
13. The height of several shipping boxes are given below. Arrange in ascending order.
    58.4 cm. 57.99 cm. 58.0 cm. 59.0 cm. 58.39 cm.
14. Two packages are being prepared for shipping. The merchandise in package 1 weighs 28.34 lb. and the tare weight is an additional 3.2 pounds. The merchandise in package 2 weights 29.7 pound and the tare weight is an additional 1.8 pounds. Which package is heavier?

MATH PUZZLE OF THE WEEK

1. SHOWN BELOW IS A ROW OF FIGURES

   WHICH ADDED UP, TOTAL 45. NOW, BY

   CHANGING ONE OF THE ADDITION SIGNS TO A MULTIPLICATION SIGN, SEE IF YOU CAN MAKE THE FIGURES SO THAT THEY PRODUCE A VALUE OF 100

   1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 = 45

2. HOW MUCH IS:

   5 + 5 + 5 x 5 x 5 X 5 X 5 X 0

MATH PUZZLE OF THE WEEK

2 2 2 2 = 0

2 2 2 2 = 1

2 2 2 2 = 2

2 2 2 2 = 3

2 2 2 2 = 4

2 2 2 2 = 5

2 2 2 2 = 6

2 2 2 2 = 10

2 2 2 2 = 12

ADD ARITHMETICAL SYMBOLS BETWEEN THE TWO'S TO MAKE EVERY EQUATION TRUE. YOU MAY USE PLUS, MINUS, TIMES, AND DIVIDE SYMBOLS, AS WELL AS PARENTHESES AND BRACKETS FOR GROUPING.

PLACE VALUE--WHOLE NUMBERS AND DECIMALS

WHOLE NUMBERS DECIMALS

									AND									

READING AND INTERPRETING TABLES

ACCORDING TO THE U.S. BUREAU OF LABOR STATISTICS, 56% OF WOMEN WITH CHILDREN UNDER THE AGE OF 6, OR ABOUT 9 MILLION WOMEN, WORK OUTSIDE THE HOME. THE FOLLOWING TABLE SHOWS THE WEEKLY COST RANGES, PER CHILD, FOR SEVERAL DAY-CARE PROGRAMS IN SEVEN MAJOR U.S. CITIES. USE THE TABLE TO ANSWER EACH OF THE QUESTIONS GIVEN BELOW:

1. In which city is it most expensive to have a caregiver come to your home?
2. How much will it cost you each week to have your 3-year-old child cared for in a day-care center in New York?
3. What is the maximum, per child, that you would expect to pay for a 4-year-old child cared for in family day care in Atlanta?
4. In which cities must you pay more than $50 per week for family day care?
5. If you live in Denver and pay the maximum rate, how much will it cost for you to place your 1-year-old and your 3-year-old in a day-care center?
6. If you live in Boston and pay the minimum rate, how much will it cost to place your 1-year-old and your 3-year-old in family day care?

DECIMALS--POWERS AND SQUARE ROOTS

NAME________________________________

COMPUTE EACH OF THE FOLLOWING:

1. $(.3)^2$
2. $(.04)^3$
3. $(.1)^4$
4. $(1.2)^2$
5. $(.25)^2$
6. $(.2)^4$
7. 1.44
8. .16
9. .0009
10. .01
11. .0001
12. .000049

Name________________________________

EQUIVALENT FRACTIONS

To change a fraction to an equivalent fraction with a different denonominator, determine what number the original denominator must be multiplied by to give the new denominator. Then multiply the numerator by the same number.

EXAMPLE: $\frac{4}{5} = \frac{\_\_\_}{15}$ You must multiply 5 by 3 to get 15. To get the new numerator, multiply the numerator 4 by 3.

$$\frac{4 \cdot 3}{5 \cdot 3} = \frac{12}{15}$$

Name____________________________

POWERS AND ROOTS WITH FRACTIONS

EXAMPLE 1: $\frac{2}{3} = \frac{2}{3} \times \frac{2}{3} = \frac{4}{9}$

EXAMPLE 2: $\frac{5}{4} = \frac{5}{4} \times \frac{5}{4} \times \frac{5}{4} = \frac{125}{64}$ OR 1 61/64

EXAMPLE 3: $\frac{2}{3} = \frac{17}{3} \times \frac{17}{3} = \frac{289}{9}$ OR 32 1/9

EXAMPLE 4: $\frac{25}{64} = \frac{5}{8}$

COMPUTE THE VALUE OF EACH OF THE FOLLOWING EXPRESSIONS:

1. $\frac{1}{2}$
2. $\frac{3}{4}$
3. $\frac{5}{8}$
4. $\frac{7}{10}$
5. $\frac{9}{4}$
6. $\frac{1}{3}$
7.
8.
9. $\frac{4}{9}$
10. $\frac{16}{25}$
11. $\frac{100}{121}$
12. $\frac{1}{4}$

Name______________________________

FINDING WHAT FRACTIONAL PART ONE NUMBER IS OF ANOTHER

EXAMPLE 1: If a Bill earns $300 per week and saves $50 per week, what fractional part of the money does he save?

$$\frac{\text{Amt. Spent}}{\text{Total}} = \frac{\$50}{300}$$

$$\text{Reduce } \frac{50}{300} = \frac{1}{6}$$

Bill saves $\frac{1}{6}$ of his money

EXAMPLE 2: What part of 8 is 6?

$$\frac{\text{PART}}{\text{TOTAL}} = \frac{6}{8} \qquad \text{THEN REDUCE } \frac{6}{8} = \frac{3}{4}$$

(NOTE: The total usually follows the word "of")

Try the following examples:

1. 12 is what fractional part of 18?

2. 16 is what part of 20?

3. 28 is what part of 30?

4. 24 is what part of 36?

5. What part of 60 is 15?

6. In a shipment of 5000 lids, 300 were defective. What part of the lids were defective? What part of the lids were not defective?

7. Out of 325 employees, 5 were absent on a certain day. What part of the employees were absent? What part of the employees were present (not absent)?

8. A sheet of metal has a surface area of 40 square feet. If 10 square feet of the sheet are damaged, what part of the sheet is damaged? What part of the sheet is not damaged?

9. Out of 52 weeks in a year, a worker gets 2 weeks vacation. What part of a year is this?

10. Out of 325 employees, 200 work in one building. What part of the employees work in that building?

Name______________________________

FRACTIONS--APPLICATIONS

1. Out of a shipment of 2000 lids, 1/50 of the lids were defective. How many of the lids were defective?

2. Mario earns $280 each week and is trying to save 1/4 of his money to buy an new car. How much should he save each week?

3. A plant has 200 employees. If 3/4 of the employees are over the age of 30, how many of the employees are under 30?

4. The total order for a company is 8000 lids and only 2000 lids are shipped. What fractional part of the order has been shipped?

5. An item that normally costs $80 is on sale at 1/4 off. What will the coat cost on sale?

6. Find the average of 2/3, 5/6 and 1/2

7. What is the value of: $3(4 + 5) - \frac{(7 - 3)}{2}$

Name________________________________

LINEAR MEASURES--AMERICAN UNITS

A quantity may be measured by any one of several units of measure. For example, to measure a length or distance, we might use the inch, the foot, the yard, or the mile as our unit of measure. These American units have also been called "English" or "British-American," because at one time they were used in both countries. Today, both Canada and England state that they have converted to the metric system. However, if you travel in England, you will still see units such as "miles" on road signs.

The American units of length are related as follows:

American Units of Length:

12 inches (in. or ") = 1 foot (ft. or ')

3 feet = 1 yard (yd.)

36 inches = 1 yard

5280 feet = 1 mile (mi.)

To measure a short distance, such as the width of a shelf, it is wise to use a small unit of measure like the inch. To measure a long distance, such as the distance from New York to Washington D.C., it is better to use a large unit of measure, such as the mile.

To change from one unit of measure to another, follow the procedure below:

1. To change a given measure made with a larger unit to an equivalent measure made with a smaller unit, multiply by the number of times the smaller unit is cantained in the larger unit.

   Example: 4 yds. (larger unit) = _____ in. (smaller unit)

   Since 1 yard = 36 inches, multiply 4 X 36 = 144.

   Therefore, 4 yds. = 144 inches

2. To change from a given made with a smaller unit to an equivalent measure made with a larger unit, divide by the number of times the smaller unit is contained in the larger unit.

   Example: 60 inches (smaller unit) = _____ feet (larger unit)

   Since 12 inches = one foot, divide 60 - 12 = 5

   Therefore, 60 inches = 5 feet

Now, complete the exercises on the next page.

Name____________________________

LINEAR MEASURE--AMERICAN UNITS

1. Use the inch scale on your ruler to measure the following line segments correct to the nearest inch:

2. Use the inch scale on your ruler to measure the following line segments correct to the nearest 1/2 inch.

3. Use the inch scale on your ruler to measure the following line segments correct to the nearest 1/4 inch.

4. Use the inch scale on your ruler to measure the following line segments correct to the nearest 1/16 inch.

inch______ 1/2 inch______ 1/4 inch______ 1/16 inch_____

inch______ 1/2 inch______ 1/4 inch______ 1/16 inch_____

inch______ 1/2 inch______ 1/4 inch______ 1/16 inch_____

inch______ 1/2 inch______ 1/4 inch______ 1/16 inch_____

inch______ 1/2 inch______ 1/4 inch______ 1/16 inch_____

NUMBER NAMES

1	ONE	35	THIRTY-FIVE	69	SIXTY-NINE
2	TWO	36	THIRTY-SIX	70	SEVENTY
3	THREE	37	THIRTY-SEVEN	71	SEVENTY-ONE
4	FOUR	38	THIRTY-EIGHT	72	SEVENTY-TWO
5	FIVE	39	THIRTY-NINE	73	SEVENTY-THREE
6	SIX	40	FORTY	74	SEVENTY-FOUR
7	SEVEN	41	FORTY-ONE	75	SEVENTY-FIVE
8	EIGHT	42	FORTY-TWO	76	SEVENTY-SIX
9	NINE	43	FORTY-THREE	77	SEVENTY-SEVEN
10	TEN	44	FORTY-FOUR	78	SEVENTY-EIGHT
11	ELEVEN	45	FORTY-FIVE	79	SEVENTY-NINE
12	TWELVE	46	FORTY-SIX	80	EIGHTY
13	THIRTEEN	47	FORTY-SEVEN	81	EIGHTY-ONE
14	FOURTEEN	48	FORTY-EIGHT	82	EIGHTY-TWO
15	FIFTEEN	49	FORTY-NINE	83	EIGHTY-THREE
16	SIXTEEN	50	FIFTY	84	EIGHTY-FOUR
17	SEVENTEEN	51	FIFTY-ONE	85	EIGHTY-FIVE
18	EIGHTEEN	52	FIFTY-TWO	86	EIGHTY-SIX
19	NINETEEN	53	FIFTY-THREE	87	EIGHTY-SEVEN
20	TWENTY	54	FIFTY-FOUR	88	EIGHTY-EIGHT
21	TWENTY-ONE	55	FIFTY-FIVE	89	EIGHTY-NINE
22	TWENTY-TWO	56	FIFTY-SIX	90	NINETY
23	TWENTY-THREE	57	FIFTY-SEVEN	91	NINETY-ONE
24	TWENTY-FOUR	58	FIFTY-EIGHT	92	NINETY-TWO
25	TWENTY-FIVE	59	FIFTY-NINE	93	NINETY-THREE
26	TWENTY-SIX	60	SIXTY	94	NINETY-FOUR
27	TWENTY-SEVEN	61	SIXTY-ONE	95	NINETY-FIVE
28	TWENTY-EIGHT	62	SIXTY-TWO	96	NINETY-SIX
29	TWENTY-NINE	63	SIXTY-THREE	97	NINETY-SEVEN
30	THIRTY	64	SIXTY-FOUR	98	NINETY-EIGHT
31	THIRTY-ONE	65	SIXTY-FIVE	99	NINETY-NINE
32	THIRTY-TWO	66	SIXTY-SIX	100	ONE HUNDRED
33	THIRTY-THREE	67	SIXTY-SEVEN	101	ONE HUNDRED ONE
34	THIRTY-FOUR	68	SIXTY-EIGHT	102	ONE HUNDRED TWO

1,000	THOUSAND
1,000,000	MILLION
1,000,000,000	BILLION
1,000,000,000,000	TRILLION

MERCY COLLEGE/SEMI-ALLOYS APPLICATIONS OF PROPORTIONS WORKSHEET #10

NAME____________________________

Proportions are frequently used to solve problems in which three parts of a statement are known, and we are to find a value for the missing part which will make the statement a true proportion.

Example 1: If we want to change a weight of 12 pounds into kilograms, we could write the following proportion where "n" stands for the number of kilograms in 12 pounds:
(1 lb. = 2.2 kg)

$$\frac{1 \text{ lb.}}{2.2 \text{ kg}} = \frac{12 \text{ lbs.}}{n \text{ kg}}$$

We can solve as follows:

$$1 \times n = 2.2 \times 12$$
$$n = 26.4 \text{ kg}$$

Therefore we know that 12 pounds is equivalent to 26.4 kilograms.

Example 2: If a car uses 3 gallons of gasoline to travel 40 miles, how many gallons will it need to travel 280 miles?

$$\frac{3 \text{ gal.}}{40 \text{ miles}} = \frac{n \text{ gal.}}{280 \text{ miles}}$$

$$40 \times n = 3 \times 280$$
$$40n = 840$$
$$\frac{40n}{40} = \frac{840}{40}$$
$$n = 21 \text{ gallons}$$

STEPS TO USE IN SOLVING A WORD PROBLEM BY USING A PROPORTION:

1. **Set up the known ratio on the left side**
2. **Use a variable to represent the unknown quantity and then make sure that the units in the ratio on the right side correspond to those of the known ratio. Label the units to ensure that the proportion is set up correctly.**
3. **Solve the proportion for the unknown quantity.**
4. **Check your answer by substituting it for the variable in the original proportion. Always ask yourself, "IS THIS ANSWER SENSIBLE?"**

Sample Problem:

A certain alloy uses 8 oz. of gold for every 2 oz. of tin. How much tin should be used if 120 oz. of gold are used in one batch?

$$\frac{8 \text{ oz. gold}}{2 \text{ oz. tin}} = \frac{120 \text{ oz. gold}}{n \text{ oz. tin}}$$

$$\frac{8}{2} = \frac{120}{n}$$
$$8 \times n = 120 \times 2$$
$$8n = 240$$
$$\frac{8n}{8} = \frac{240}{8}$$
$$n = 30 \text{ oz. tin}$$

SOLVE EACH OF THE FOLLOWING WORD PROBLEMS USING A PROPORTION:

1. An employee saved $180 in 6 weeks. At the same rate, how long would it take him to save $480?

2. If 2 inches on a map represents 50 miles, how many miles would 7 inches represent?

3. An alloy contains 3 oz. of tin for every 8 oz. of gold. How many ounces of tin would be used with 30 oz. of gold?

4. The ratio of cement to sand in a concrete mixture is 1 to 3. How much cement is needed in a mixture that has 150 pounds of sand?

5. If a person earns $89 for working 2 days, how much can he expect to earn if he works for 5 days at the same rate of pay?

6. An investor earned $136 on a $1000 investment in 1 year. How much would she have earned if she had invested $6750 at the same rate?

7. One kilometer is equal to about 5/8 of a mile. Find the number of kilometers in 10 miles.

8. If a box of 200 lids costs $166, find the cost of 850 lids.

9. If 3 defective lids are found for every 10,000 lids that are produced, find the expected number of defective lids in a batch of 150,000 lids.

10. The scale on a map uses .5 inch to represent 10 miles. At this rate, what distance does a line 3.75 inches long represent?

11. A brass alloy contains copper and zinc in the ratio of 4 parts of copper to 3 parts of zinc. If 98 parts of copper are used in the alloy, how many parts of zinc must be used?

12. An alloy contains 60 gm of gold for every 100 gm of metal. How much gold will be in a piece of metal weighing 280 grams?

13. If 1 kilogram is equivalent to 1000 grams, write a proportion that could be used to find out how many kilograms are in 2850 grams. Solve the proportion.

14. If 12 inches are equivalent to 1 foot, write a proportion that could be used to find the number of feet in 280 inches. Solve the proportion.

USING PROPORTIONS TO CONVERT BETWEEN METRIC AND U.S. SYSTEMS

It is easy to use proportions to convert between the English and Metric systems of measure if you know the following relationships:

LENGTH	1 in.	2.54 cm
	39.4 in.	1 m
	.621 mi.	1 km
WEIGHT	1 oz	28.35 g
	1 lb	454 g
	2.2 lb	1 kg
VOLUME	1.06 qt.	1 liter

Example 1: Find the number of inches in 13 cm.

1) Write a proportion using the in./cm conversion in the above chart.

$$\frac{1 \text{ in.}}{2.54 \text{ cm}} = \frac{n \text{ in.}}{13 \text{ cm}}$$

2) Solve the proportion.

$$2.54 \quad n = 1 \quad 13$$

$$\frac{2.54\ n}{2.54} = \frac{13}{2.54}$$

$$n \quad 5.1 \text{ in.}$$

(rounded to nearest tenth)

PERFORM EACH OF THE CONVERSIONS BELOW BY WRITING A PROPORTION AND THEN SOLVING TO FIND THE CORRECT ANSWER.

1. 9 in. = _______ cm

2. 8 liters = ________ qt.

3. 33 lb = ________ kg

4. 197 in. = __________ m

5. 4 m = _________ in

6. 7 lb = ___________ g

7. 7 lb = _________ kg

8. 170.1 gm = __________ oz

9. 18 mi. = _________ km

10. 24.5 m = _________ in.

THE PROBLEMS BELOW REQUIRE MORE MORE THAN ONE CONVERSION AND ARE HARDER THAN THE OTHERS. SEE IF YOU CAN FIGURE THEM OUT.
(Remember: 1 yd. = 36 in. 1 ft. = 12 in. 4 qts. = 1 gal.)

11. 32 liters = ___________ gal.

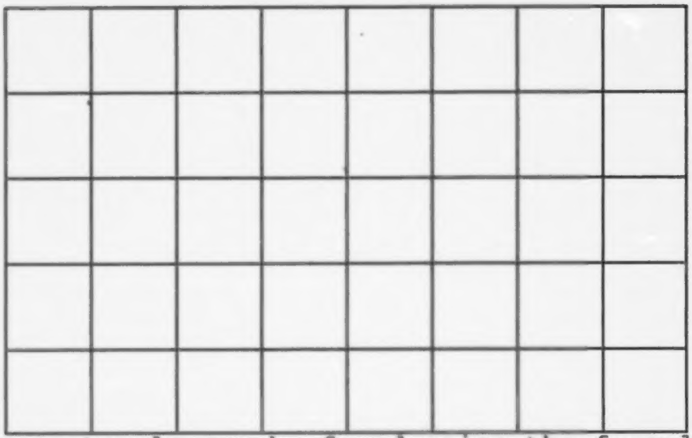
12. 100 m = ___________ ft.

13. 60 yd. = __________ m

Name______________________________

WORKSHEET--FINDING AREAS

The AREA of a figure refers to the number of square units of measure that are contained in the figure. The rectangle shown below has a length of 8 centimeters and a width of 5 centimeters. To determine the rectangle's area, it is necessary to find how many squares 1 centimeter on a side can be fitted into the rectangle.



The area of a rectangle can be found using the formula:

AREA OF RECTANGLE = LENGTH X WIDTH

So the area of of the above figure = 8 X 5 = 40 square centimeters.

Find the area of each of the figures below:

WORD PROBLEMS--LIFE SKILLS/WORK RELATED

Directions: Show all work for solving each of the following problems on another piece of paper.

1. During a certain period of time, Semi-Alloys shipped 1,207,852 lids. Write this number in words.
2. Round the number 1,207,852 to the nearest thousand.
3. Round the number 1,207,852 to the nearest hundred-thousand.
4. In a certain company, $23,000 was set aside to give a bonus to each of the employees. If there were 125 employees and each received an equal share, how much bonus did each person receive?
5. A SEMI-PAK holds COMBOS lids in lots of 200 pieces. How many COMBOS lids are contained in 25 SEMI-PAKs?
6. If a company needs 8,000 COMBO lids, how many SEMI-PAKs should they order?
7. The weights of four boxes in the shipping room are: 22 pounds, 36 pounds, 18 pounds and 20 pounds. What is the average weight of the boxes?
8. If the United Way Fund campaign has raised $38,712, how much more does it need to reach a goal of $50,000?
9. If a worker receives $4.80 per hour, how much will she make if she works for 35 hours?
10. A checking account balance is $350. Checks are written for $24.98, $50, $35,75, and $125. If $185 is deposited, what is the new balance?
11. A car travels 288 miles on 12 gallons of gas. How many miles does it get to the gallon?
12. The odometer on the car reads 30512 at the beginning of a trip and 32987 at the end of the trip. How many miles have been traveled?
13. If a worker earns $16,800 a year, how much does he earn in a month?
14. Find the sum of 347 and 7839.
15. Find the difference of 8060 and 295.
16. Find the product of 87 and 214.
17. Find the quotient of 62093 and 31.

SOLVING WORD PROBLEMS

When an arithmetic problem is stated in words, you must develop the ability to determine what arithmetic operation(s) are required. The following clues should be helpful.

ADDITION

The words sum and total usually indicate that you should add to find the answer. Also words such as "more than", "increased by,", and "plus" usually indicate addition.

EXAMPLE: Several boxes are being prepared for shipping. If the weight of the boxes are 18 pounds, 53 pounds, 35 pounds and 42 pounds, find the total weight.

SUBTRACTION

The word difference is the answer to a subtraction problem. Subtraction is also normally used to solve problems which ask "how much more" or "how many more". The terms "decreased by", "less than", "diminished by", or "minus" also are used to indicate subtraction.

EXAMPLE: One week 2,815 boxes were shipped. The next week only 1,809 were shipped. How many more boxes were shipped the first week?

MULTIPLICATION

The word product is the answer to a multiplication problem. The word factor is also used to indicate multiplication. Note that 2 and 6 are factors of 12 since 2 X 6 = 12. Often the word each will appear in a multiplication problem where you will be asked to find more than one.

EXAMPLE: COMBOS lids are packed in SEMI-PAKs that hold 200 lids each. How many COMBOS lids are contained in 12 SEMI-PAKs?

DIVISION

The word quotient means the answer to a division problem. The word each may also be used to indicate division if you are given a total and asked to find one.

EXAMPLE: Carlos makes $18,800 per year. How much does he make each month?

PERIMETER AND AREA--APPLICATIONS

Name________________________

1. A cable is to be laid on the floor around the outside of the room shown above. There needs to be enough cable to cover the entire perimeter of the room and 6 extra feet must be included to be able to attach the cable to another cable outside the room.

    a. Determine the total number of feet of cable that must be ordered.

    b. If the cable sells for $0.79 a foot, how much will it cost?

2. After the cable is laid, carpeting must be ordered to completely cover the floor of the room above.

    a. Find the surface area of the floor. (Don't forget to label your units.)

    b. If carpeting costs $17.99 per square yard, how much will it cost to carpet the room above?
    (Hint: First change the dimensions of the room to yards and then compute the area in square yards.)

WORKSHEET--VOLUME AND CAPACITY

The VOLUME of a rectangular solid is the number of unit cubles needed to fill it.

Examples of two different units are shown below

EXAMPLE 1 Find the volume.

Since the figure above is made up of 2 layers of 12 cubes each, its volume is 4 X 3 X 2 = 12 cubic centimeters (cm^3).

THE VOLUME OF A RECTANGULAR SOLID IS FOUND BY MULTIPLYING THE LENGTH BY WIDTH BY HEIGHT:

V = L X W X H

Find the Volume of each of the figures below. Be sure to express your answers in terms of cubic units.

4. Find the volume of a box with a length of 3 feet, a width of 2 feet and a height of 1 foot.

5. Find the volume of a fish tank with a length of 75 centimeters, a width of 50 centimeters and a height of 40 centimeters.

6. How many cubic yards of cement are needed to build a wall that is 6 yards high, 1 yard thick, and 20 yards long?

7. A swimming pool is 50 feet long, 20 feet wide and 6 feet deep.
   a. What is the perimeter of the pool?
   b. What is the surface area of the top of the pool?
   c. What is the volume of the pool?

READING AND INTERPRETING GRAPHS

USE THE SEMI-ALLOYS QUARTERLY "AOQL" GRAPH TO ANSWER EACH OF THE QUESTIONS BELOW:

1. In which quarter were the defects greatest?

2. Approximately how many defects per million occurred during the first quarter of 1990?

3. In what quarter were the least amount of defective items produced?

4. Approximately how many more defects occurred in the fourth quarter of 1991 compared to the first quarter of 1991?

5. Give approximations for the number of defects per million in each of the following quarters:

   2Q91 ______________________

   4Q92 ______________________

   2Q90 ______________________

WORKSHEET--READING & INTERPRETING GRAPHS (WHOLE NUMBERS)

LINE GRAPHS

The following line graph shows the estimated sales (in millions of dollars) for a company over a period of several years. Use the graph to answer the questions below:

1. What are the estimated sales in 1989?

2. What are the estimated sales in 1995?

3. In what year are the estimated sales the greatest?

4. In what year are the estimated sales the least?

5. What is the difference between the highest number and the lowest number of estimated sales?

WORKSHEET--READING & INTERPRETING GRAPHS (WHOLE NUMBERS)

PICTOGRAPHS

The pictograph below shows the sales of shampoo for a company for six consecutive years. Use the graph to answer the questions below:

1. How many sales does one bottle represent?
2. In which year were the greatest number of bottles sold?
3. Between what two consecutive years was there the greatest growth?
4. How many bottles were sold in 1985?
5. How many more bottles were sold in 1987 than in 1982?
6. Between what two years was there actually a decline in the number of bottles sold?

POSTTEST 1

BASIC MATH (WHOLE NUMBERS)

TERM-1

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 7969 + 89 + 707
2. Subtract: 6010 - 496
3. Multiply: 907 X 86
4. Divide: 26311 - 83
5. Find the average of the following package weights: 81, 67, 45, 63
6. Find the value of 2^4
7. Find the value of 64
8. Compute the value of the following expression using the correct order of operations:

   6 + 4 X 2

9. Write in words: 2,415,062
10. Round to the nearest HUNDRED: 442,796
11.

    6 cm.

    8 cm.

    a. Compute the **perimeter** of the figure above.

    b. Compute the **area** of the figure above.

12. a. According to the graph at the right, approximately how many ATM cards were issued in 1983?

    b. According to the graph at the right, approximately how many more ATM cards are projected for 1995 than were issued in 1981?

13. The total weight of a shipment is 235 pounds. If the merchandise weighs 208 pounds, what is the tare weight?
14. If a worker makes $6 per hour, how much does she earn if she works 38 hours?
15. A company has a bonus of $1200 which is to be distributed evenly to all of the workers in a particular group. If there are 8 workers in the group, how much money does each person receive?

POSTTEST 2

BASIC MATH (WHOLE NUMBERS)

TERM-1

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 9704 + 57 + 967
2. Subtract: 8021 - 794
3. Multiply: 683 X 79
4. Divide: 52548 - 87
5. Find the average of the following package weights: 15 lbs., 27 lbs., 36 lbs.
6. Find the value of 3^4
7. Find the value of 49
8. Compute the value of the following expression using the correct order of operations:

   6 - 4 - 2

9. Write in words: 62,045,600
10. Round to the nearest THOUSAND: 442,796
11.

    8 cm.

    12 cm.

    a. Compute the **perimeter** of the figure above.

    b. Compute the **area** of the figure above.

12. a. According to the graph at the right, approximately how many ATM cards are projected for 1995?

    b. According to the graph at the right, approximately how many more ATM cards were issued in 1985 than in 1981?

13. A worker works 38 hours per week for 50 weeks of the year, how many hours does the worker work per year?

14. A shipment of 5000 lids is to be packed in Semi-paks which hold 200 lids each. How many Semi-paks will be needed?

15. The total weight of a shipment is 187 pounds. If the merchandise weighs 108 pounds, what is the tare weight?

POSTTEST 3

BASIC MATH (FRACTIONS)

TERM-1

DIRECTIONS: Show all work for each of the following problems on the paper provided. All fractions should be reduced to lowest terms.

1. Reduce to lowest terms: $\frac{60}{124}$

2. Write as a mixed number: $\frac{31}{4}$

3. Write as an improper fraction: $\frac{3}{4}$

4. Add: $\frac{5}{8} + \frac{1}{3}$

5. Subtract: $\frac{4}{5} - \frac{1}{6}$

6. Multiply: $\frac{1}{4} \times \frac{2}{3}$

7. Divide: $9 - \frac{3}{5}$

8. Find the average of: $\frac{1}{2}$, $\frac{2}{3}$, and $\frac{5}{6}$

9. What is $\frac{4}{5}$ of 20 ?

10. Find the difference of 6 and 3

11. Compute $\frac{2}{3}$

12. In a shipment of 100 boxes, 2 boxes are damaged in transit. What fractional part of the shipment is damaged?

13. Compute the surface area of the figure at the right

14. 48 inches = ________ feet

15. a. Using the inch scale of a ruler, measure the line below correct to the nearest 1/4 inch.

    b. Still using the inch scale, measure the line correct to the nearest 1/16 of an inch.

POSTTEST 4

BASIC MATH (DECIMALS)

TERM-1

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 925.47 + 6.1 + .027

2. Subtract: 9 - 4.7

3. Multiply: 2.5 X .08

4. Divide: .1224 - .3

5. Round this decimal correct to the nearest HUNDREDTH: 24.722

6. Divide and round your answer correct to the nearest tenth: 4.552 - 6

7. Express this decimal as a fraction and reduce to lowest terms: .14

8. Express this fraction as an equivalent decimal: $\frac{7}{20}$

9. Insert the correct symbol (> = <) to make the statement true:

   6.379 ☐ 6.41

10. If Maria's hourly rate of pay is $5.40, how much does she earn for working 6 1/2 hours?

11. Five sheets of metal have the following weights:
    23.6 pounds, 35.14 pounds, 20 pounds, 16.56 pounds and 18.6 pounds
    Find the mean or the average weight of the sheets.

12. A washing machine can be purchased for $50 down and 12 monthly payments of $22.90 each. What is the total cost of the washing machine?

13. It costs a Company $1.079 per hour to run one plating machine. If the plating department runs a machine for 12 hours per day, how much does it cost to run the machine for 10 days?

14. The cost to rent a car is $29.99 per day plus $0.18 per mile. Find the cost to rent a car for 2 days if it is driven 100 miles.

15. The table below gives the starting wages, progressive increases, and hourly salary range for workers in a certain factory. Use the table to answer the questions below:

Department	Starting Wage	3 mos.	6 mos.	1 yr.	Qualified Rate	Range
Quality Inspector	$4.50	.20	.20	.40	$5.30	$4.50-$6.90
Rolling Operator	$4.90	.20	.20	.40	$5.70	$4.90-$7.90
Casting Supervisor	$9.00					$9.00-$12.50
Shipping Operator	$6.50					$6.50-$8.00
Plater	$6.00	.30	.30	.30	$6.90	$6.00-$8.25

a. What is the hourly wage of a Rolling Operator after working 6 months?

b. After a Quality inspector and a Plater both work 1 year, how much more per hour will the Plater be making?

c. How much will a Shipping Operator make (before taxes) for working a 40 hour week if s/he is being paid the highest possible salary in the range for that position?

16. a. 200 gm =__________ km

b. .058 m = ___________ mm

c. 16 in.= ___________ cm

17. Solve the following proportion for x: $\frac{x}{10} = \frac{7}{8}$

18. Write a proportion and then solve to answer the following question:

An alloy contains 40 gm of gold for every 3 gm of silicon
Find the amount of silicon in the alloy if it contains 1500 gm of gold.

19. Express in standard notation:

a. 41.3×10^{5}

b. 9.7×10^{-3}

POSTTEST 5

BASIC MATH (PERCENTS)

TERM-1

DIRECTIONS: Show all work for each of the following problems on the paper provided.

1. Express as an equivalent decimal: 2%

2. Express as an equivalent percent: .125

3. Express as an equivalent percent: $\frac{4}{25}$

4. Express as an equivalent fraction: 80%

5. Express this decimal as a percent correct to the nearest tenth: 1.5726

6. Express this fraction to the nearest whole percent: $\frac{4}{21}$

7. Express as a percent: 18 out of 20

8. What number is 6% of 540

9. What percent of 60 is 5

10. 40% of what number is 6.25

11. If 6 lids out of a case of 50 lids are defective, what percent of the lids are defective?

12. Juan is currently making $5.60 an hour. If he receives a 7% pay increase, what is his new hourly wage?

13. On a certain day 1.5% of the employees were absent because of illness. If the factory employs 1200 people, how many were absent?

14. If the sales tax rate is 7 3/4 percent, find the tax on an item that costs $240.

15. After a salt spray test, the corroded surface area of a lid measured 0.5 sq.units. If the surface area of the lid is 55 sq.units, what percent of the surface area is corroded? (Round your answer to the nearest tenth of a percent.)

16. Use the Semi-Alloys' Delivery Performance Chart shown below to answer the following questions:

a. In what month was the OVERALL performance percentage the BEST?

b. The cumulative percent is calculated by taking the average of the percents given for each month. Calculate the DIE ATTACH cumulative percent for the months of Jan. - July.

c. If in December, the COMBOS division has a total order of 500,000 lids and they are able to deliver 498,000, calculate their delivery percentage for December.

PRE AND POST TEST RESULTS

BASIC MATH SKILLS

TERM I

TEST 1 - WHOLE NUMBER SKILLS AND APPLICATIONS

Questions correct out of 17 total (without calculator)	Number of students	
	Pretest	Posttest
15 - 17	1	9
12 - 14	3	4
9 - 11	3	0
6 - 8	2	0
3 - 5	4	0
0 - 2	2	0
Not Tested	0	2
Total students	15	15

TEST 2 - FRACTION SKILLS AND APPLICATIONS

Questions correct out of 16 total (calculator allowed)	Number of Students	
	Pretest	Posttest
15 - 16	0	2
12 - 14	1	2
9 - 11	0	
6 - 8	4	
3 - 5	2	
0 - 2	8	
Not tested	0	11
Total Students	15	15

TEST 3 - DECIMAL SKILLS AND APPLICATIONS

Questions correct out of 24 total (calculator allowed)	Number of Students	
	Pretest	Postttest
20 - 24	1	2
15 - 19	1	
10 - 14	1	
5 - 9	1	
0 - 4		
Not tested	11	13
Total Students	15	15

TEST 4 - PERCENTS AND APPLICATIONS

Questions correct out of 18 total (calculator allowed)	Number of Students	
	Pretest	Posttest
15 - 18	1	
12 - 14		
9 - 11	1	
6 - 8		
3 - 5		
0 - 2		
Not Tested	13	15
Total students	15	15

TESTS RESULTS

BASIC MATHEMATICS					TERM-1				DECEMBER,1993	
TEST	WHOLE		FRACTION		DECIMAL		PERCENT		TOTAL	
TOTAL QUES.	17	17	16	16	24	24	18	18	75	75
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1	13	17	12	13	21	23	17		63	
2	15	17	2	16	17	24	11.5		45.5	
3	13	17	6.5	16	11					
4	12	16.5	5.5	14	9.5					
5	11	17	8							
6	11	14	6.5							
7	5	15.5	6							
8	5	17	2							
9	7	15	0							
10	10	17	3							
11	4	12.5	1							
12	8	12	0							
13	5	13	0							
14	2	*	0							
15	2	*	0							
*absent	for	post	test							

STUDENT REPORTS

LEVEL M

TERM 1

To: Yolanda Vilato, Personnel Manager, S.A.

From: Carole Bergen, Instructor

Re: Student progress report, end of term 1, Mathematics

****

Student 1 has been an outstanding student. Math is clearly one of her strengths and she has just about finished the entire Basic Math curriculum. Since she plans to continue in the program, she will be using an Algebra text in January. I strongly recommend that she be included in any elementary statistics program offered by the Company. Language is a slight difficulty but she has excellent computational and reasoning skills. She has a perfect attendance record.

Student 2 has worked hard and done very well this semester. She has just about completed all of the material in the Basic Skills Math course and will be working an Algebra text in January. I strongly recommend that she be included in any elementary statistics course offered by the Company. She has excellent computational and reasoning skills.

Student 3 has worked very hard and made excellent progress this semester. He has covered much material and has been successful at solving many of the more challenging optional problems of the week. He has a perfect attendance record.

Student 4 has worked very hard and made excellent progress this semester. He has been successful at solving many of the more difficult problems of the week and has perfect attendance record.

Student 5 is making good progress. He enthusiastically participates in class and answered several of the more difficult weekly problems correctly. Unfortunately he was absent for the last two classes so I am unsure of whether he has plans to continue in January.

Student 6 has made much progress even though she has had to miss several classes because there is no one to cover for her during class. She plans to continue with the program in January and hopefully someone will be available to cover for her during class.

Student 7 was attending regularly and making great progress but he has not been to class since Nov. 22. I am unsure of the problem.

STUDENT REPORTS (Cont'd)

LEVEL M

TERM 1

Student 8 has worked very hard and has made good progress this semester. Other than the two days when she was away on vacation, she had a perfect attendance record.

Student 9 works hard and is progressing well. He was absent for the last two classes of the semester but I am hoping he will return in January.

Student 10 In spite of starting class late, she has worked hard and has made significant progress this semester. However, I am concerned about her attendance since she has missed 5 classes this semester.

Student 11 has made good progress this semester but seems to have difficulty understanding English. Her computational skills are good but she is unable to interpret many of the word problems.

Student 12 has made good progress this semester but has missed several classes because of work responsibilities. He indicated to me that he wanted to continue the program in January but did not think that he would be able to because of work. I am hoping arrangements can be made for him to continue if he is interested.

Student 13 has worked hard this semester and has made much progress. She is a conscientious, responsible student and I am pleased that she will be continuing the program in January.

Student 14 has been working hard and making good progress. Unfortunately, she was absent for the last two classes so I am unsure if she plans to continue in January. She did not take the first post-test because she was absent the last week of class.

Student 15 started class quite late and then missed several classes because of work responsibilities. She has made some progress but needs to come to on a more regular basis if she is to do well. She did not take the first post-test because she was absent the last few weeks of class.

SEMI-ALLOYS/MERCY COLLEGE
TERM I PROGRESS REPORT

BASIC MATH SKILLS
OCT.-DEC. '93

The following students have made outstanding progress and have almost completed the entire Basic Skills Math course this term. They have indicated that they would like to continue with the Math program and will be working in an Algebra text for the next term.

Altagarcia Anderson
Antoinnette Bullock

The remaining students in the class are progressing well and have indicated that they would like to continue into the next term.

William Ampiah
Mariano Areaga
Dahlia Bailey
Inez Bennett
Joseph Forte
Gloria Guzman
Nuvia Idrovo
Lyda Maldonado
Basil McIntyre
Baldat Persaud
Raymond Ramus
Mariana Vasquez

I am concerned about the attendance of the following students because they have had to miss several classes in a row:

Dahlia Bailey
Joseph Forte
Gloria Guzman

CLASS LIST

TERM 1

LEVEL: Q-ENGLISH

INSTRUCTOR: Anna Brown

TIME: 10:30 - 12:00

DAYS: Tues. & Thurs.

NAMES

1. Brito, Rita
2. Campo, Liliana
3. Campo, Jaime
4. Chavez, Ida Lucy
5. Duran, Noemy
6. Fianu, Nicholas
7. Gorecka, Halina
8. Janicki, Tadeusz
9. Jaroslawa, Mlynaryk
10. Lora, Carmen
11. Mancera, Enrique
12. Ortiz, Anita
13. Ortiz, Alba
14. Perez, Rafael
15. Reyes, Manuel
16. Rodriguez, Tony Francisco
17. Zelaya, Karla

PRETEST

LEVEL Q

TERM-1

NAME:________________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?

2. What's your job called?

3. What is the first thing you do when you begin working?

4. What do you do next in your job as_______________? (see #2)

5. What else?

6. Tell me an important safety rule at Semi-Alloys.

7. What's your Social Security Number?

8. What's the phone number for Semi-Alloys?

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:_______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

COURSE OUTLINE

LEVEL Q

TERM-1

The purpose of Level Q is for the students to hone and expand their oral and written language skills with special emphasis on improving listening comprehension.

Objectives:

1. Competency in oral production of communication strategies such as checking and indicating understanding, understanding requests, reporting problems and information, clarity of time and place references.
2. Improved listening comprehension of natural speech used in the workplace.
3. Expansion of vocabulary common to everyday discourse with emphasis on idioms, phrasal verbs and prepositions.
4. Improved telephone skills and courtesy.
5. Improved memo writing skills.
6. Improved pronunciation with emphasis on final consonants and consonant clusters.

Methodology:

Individual and group oral practice. Dialogues, role playing, listening comprehension exercises. Pronunciation correction. Homework assignments.

Evaluation:

Pre and Post Tests - Quizzes.

LESSONS

LEVEL Q

TERM-I

UNIT I. Time Idioms - Two weeks

- A. Present 16 time idioms in dialogue form
    1. Check for listening comprehension
    2. Teach new vocabulary and idioms
- B. Present dialogue in written form
    1. Check for reading comprehension
- C. Oral practice of time idioms

  Example:
    - She's always on time.
    - He's late every so often.
    - Christmas is just around the corner.
    - I want my own business in the long run.
- D. Homework exercises on time idioms
    1. Fill ins
    2. Multiple choice
    3. True - False
- E. Role playing in pairs - Student presentations
    1. Acting out of brief situations using five or six time idioms
        - a. Prepared by pairs of students outside of class and presented orally in class

Text: "Against All Odds - Speaking Naturally with Idioms"
by Marie Hutchinson Eichler

UNIT II. Simple Past Tense and Used to - Two weeks

A. Present simple past tense in affirmative, negative and question forms - orally and in writing

B. Present spelling and pronunciation rules for regular past tense verbs

C. Oral practice of past tense

Example:
- I inspected the lids and frames.
- He didn't wear the goggles.
- Did you finish the project?

D. Student production of original questions and answers using past tense verbs

E. Present "used to"

   1. Practice orally including original student utterances

F. Vocabulary expansion

G. Check for comprehension

H. Corrections

I. Written homework assignments

REFERENCE:
"The English Connection - A Text for Speakers of English as a Second Language" by Fingado, Freeman, Jerome, and Summers. Chapter 3.

UNIT III. Reading and Vocabulary - Two weeks

A. Reading selection about the Halloween tradition

   1. Comprehension questions
   2. Gerund practice
   3. Vocabulary exercises

B. Reading selection about asking for clarification

   1. Present phrases and vocabulary appropriate for use when requesting clarification

      a. Oral practice
      b. Written exercises

C. Reading selection about reporting progress and problems

   1. Present phrases and vocabulary appropriate for use when requesting clarification

      a. Oral practice
      b. Written exercises

D. Reading selection about responding to interruption and criticism

   1. Present phrases and vocabulary appropriate for use when requesting clarification

      a. Oral practice
      b. Written exercises

REFERENCE:
"Working in the United States - Sample Workbook" Center for Applied Linguistics

UNIT IV. Idioms for Plans and Schedules - Two weeks

A. Present 16 idioms appropriate for plans and schedules in dialogue form

Examples:
- I have to catch up on my work.
- She keeps track of the data in the computer.
- They almost fell behind in their orders.

B. Present dialogue in written form

  1. Check for reading comprehension

C. Oral practice of time idioms

D. Homework exercises on time idioms

  1. Fill ins
  2. Multiple choice
  3. True - False

E. Role playing in pairs - Student presentations

  1. Acting out of brief situations using five or six time idioms

    a. Prepared by pairs of students outside of class and presented orally in class

Text: "Against All Odds - Speaking Naturally with Idioms"
by Marie Hutchinson Eichler

UNIT V. Present Perfect and Present Perfect Progressive Tenses - Two weeks

A. Present perfect tense with appropriate time expressions - orally and in writing

Examples:
- I've checked all the combos.
- He has already fixed that machine.
- Have you asked your supervisor about that yet?

B. Present perfect progressive tense with appropriate time expressions - orally and in writing

Examples:
- I've been working for Semi - Alloys for six years.
- He's been designing a new machine since October.

C. Oral practice of present perfect and present perfect progressive

D. Student production of original questions and answers using past tense verbs

1. Practice orally including original student utterances

E. Vocabulary expansion

F. Check for comprehension

G. Corrections

H. Written homework assignments

REFERENCE:
"The English Connection - A Text for Speakers of English as a Second Language" by Fingado, Freeman, Jerome, and Summers. Chapter 16 and 17.

UNIT VI. Idioms about Cooperation - Two weeks

A. Present 15 idioms in dialogue form which indicate cooperation

Examples:
- Now we see eye to eye but we used to disagree.
- If the team pulls together we'll finish soon.
- She's bending over backwards to do a good job.

B. Present dialogue in written form

1. Check for reading comprehension

C. Oral practice of time idioms

D. Homework exercises on time idioms

1. Fill ins
2. Multiple choice
3. True - False

E. Role playing in pairs - Student presentations

1. Acting out of brief situations using five or six time idioms

a. Prepared by pairs of students outside of class and presented orally in class

Text: "Against All Odds - Speaking Naturally with Idioms" by Marie Hutchinson Eichler

UNIT VII. Problem Verbs - "Do, Make, Say, Tell" - One day

A. Present set phrases with problem verbs

Example:
I'm doing the exercises.
He makes mistakes sometimes.
Can you tell me the time?

B. Student production of original sentences with problem verbs

C. Homework assignment on problem verbs

N.B.: THERE IS A TOTAL OF 13 WEEKS BECAUSE MANY OF THE LESSONS OVERLAPPED, FOR THE SAKE OF VARIETY.

POST TEST

LEVEL Q

TERM 1

A. Fill in the blanks with the appropriate form and tense of the verb in parentheses.
Ex. Neil Armstrong (land) _______________on the moon first.

1. John F. Kennedy (support)_________________the space program.

2. Tad (win)____________the competition for the best design last month.

3. Nicholas (work)___________in the casting department since 1988.

4. Semi Alloys's offices (locate)___________on Columbus Avenue but now they are on Edison Avenue.

5. Tony (have)___________a lot problems with the machine yesterday.

6. Karla (know)____________Yolanda for three years.

7. Noemy (inspect)___________those lids all afternoon.

8. Manuel (make or do)___________a mistake while he was plating last week.

9. The number of employees at Semi Alloys (grow)___________a lot lately.

10. Lucy (assemble)____________blister packs but now she works in the GKL Room.

B. Make questions with the following verbs and the indicated question words.

check
plate
repair
inspect
wash
start
clean
make
do
turn on

1. How long
2. When
3. Where
4. What
5. How Many
6. How often
7. Why
8. Which
9. Who
10. Have you ever

POST TEST (Cont'd)

LEVEL Q

TERM 1

C. Use one of these idioms in the following sentences:

for the time being
off and on
on the spur of the moment
fall behind
keep track of

make good time
give and take
see eye to eye
come through for
just around the corner

1. We decided to order pizza______________________________.

2. Christmas is______________________________________.

3. We don't____.

4. Liliana has a lot of data to____________________________.

5. Yolanda really____________________________me. She helped me collect the insurance money.

D. Write your own sentence using the following idioms.

carry out
keep one's word

fall though
be about to

FINAL SCORES
LEVEL Q
TERM-1

STUDENT 1

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	2
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	2
Written Production	1
TOTAL	12
PRE-TEST TOTAL	13
LOST	1

Making good progress. Quite fluent but has some problems with structures and writing.

TERM REPORTS

STUDENT 1

Term 1-Q

Making good progress. Quite fluent but has some problems with structures and writing.

Term 2-Q

FINAL SCORES

LEVEL Q

STUDENT 2

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	2
Listening Comprehension	2
Fluency and Oral Production	2
Vocabulary	2
Written Production	2
TOTAL	12
PRE-TEST TOTAL	15

MAKING GOOD PROGRESS. AVERAGE STUDENT.

TERM REPORTS

STUDENT 2

Term 1-Q

MAKING GOOD PROGRESS. AVERAGE STUDENT.

Term 2-Q

FINAL SCORES
LEVEL Q
TERM-1

STUDENT 3

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	1
Listening Comprehension	3
Fluency and Oral Production	2
Vocabulary	3
Written Production	1
TOTAL	11
PRE-TEST TOTAL	15
GAIN	4

MAKING PROGRESS. DOES NOT PAY ATTENTION TO DETAILS.

TERM REPORTS

STUDENT 3

Term 1-Q

MAKING PROGRESS. DOES NOT PAY ATTENTION TO DETAILS.

Term 2-Q

FINAL SCORES
LEVEL C
TERM-1

STUDENT 4

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	2
Listening Comprehension	2
Fluency and Oral Production	1
Vocabulary	2
Written Production	2
TOTAL	10
PRE-TEST TOTAL	9
GAIN	1

MAKING GOOD PROGRESS. HAS TROUBLE WITH LISTENING AND ORAL PRODUCTION.

TERM REPORTS

STUDENT 4

Term 1-Q

MAKING GOOD PROGRESS. HAS TROUBLE WITH LISTENING AND ORAL PRODUCTION.

Term 2-Q

FINAL SCORES
LEVEL C
TERM 1

STUDENT 5

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	4
Written Production	3
TOTAL	19
PRE-TEST TOTAL	15
GAIN	4

MAKING GOOD PROGRESS. SERIOUS, APPLIED STUDENT.

TERM REPORTS

STUDENT 5

Term 1-Q

MAKING GOOD PROGRESS. SERIOUS, APPLIED STUDENT.

Term 2-Q

FINAL SCORES
LEVEL C
TERM-1

STUDENT 6

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	3
Listening Comprehension	4
Fluency and Oral Production	4
Vocabulary	4
Written Production	3
TOTAL	21
PRE-TEST TOTAL	19
GAIN	2

STUDENT IS PROGRESSING VERY WELL. MAKING A LOT OF EFFORT WITH GOOD RESULTS.

TERM REPORTS

STUDENT 6

Term 1-Q

STUDENT IS PROGRESSING VERY WELL. MAKING A LOT OF EFFORT WITH GOOD RESULTS.

Term 2-Q

FINAL SCORES

LEVEL Q

TERM-1

STUDENT 7

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	2
Listening Comprehension	2
Fluency and Oral Production	3
Vocabulary	3
Written Production	2
TOTAL	14
PRE-TEST TOTAL	--
GAIN	--

MAKING PROGRESS. GOOD STUDENT WITH MANY ABSENCES.

TERM REPORT

STUDENT 7

Term 1-Q

MAKING PROGRESS. GOOD STUDENT WITH MANY ABSENCES.

Term 2-Q

FINAL SCORES

LEVEL Q

TERM-1

STUDENT 8

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	1
Listening Comprehension	1
Fluency and Oral Production	2
Vocabulary	2
Written Production	1
TOTAL	8
PRE-TEST TOTAL	12
LOST	4

CAPABLE STUDENT BUT LITTLE DEDICATION. MANY ABSENCES.

TERM REPORTS

STUDENT 8

Term 1-Q

CAPABLE STUDENT BUT LITTLE DEDICATION. MANY ABSENCES.

Term 2-Q

FINAL SCORES

LEVEL Q

TERM-1

STUDENT 9

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	1
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	2
Written Production	1
TOTAL	13
PRE-TEST TOTAL	12
GAIN	1

STUDENT IS PROGRESSING WELL. SERIOUS STUDENT WITH A WRITING PROBLEM.

TERM REPORTS

STUDENT 9

Term 1-Q

STUDENT IS PROGRESSING WELL. SERIOUS STUDENT WITH A WRITING PROBLEM.

Term 2-Q

FINAL SCORES

LEVEL C

TERM-1

STUDENT 10

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	3
Listening Comprehension	2
Fluency and Oral Production	2
Vocabulary	3
Written Production	3
TOTAL	15
PRE-TEST TOTAL	9
GAIN	6

STUDENT WORKS VERY HARD TO IMPROVE. HAS EXCELLENT ATTENDANCE AND IS ALWAYS PREPARED. RECOGNIZES NEED FOR MORE FLUENCY AND SECURITY IN ENGLISH.

TERM REPORTS

STUDENT 10

Term 1-Q

STUDENT WORKS VERY HARD TO IMPROVE. HAS EXCELLENT ATTENDANCE AND IS ALWAYS PREPARED. RECOGNIZES NEED FOR MORE FLUENCY AND SECURITY IN ENGLISH.

Term 2-Q

FINAL SCORES

LEVEL Q

TERM-1

STUDENT 11

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	4
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	4
Written Production	3
TOTAL	20
PRE-TEST TOTAL	19
GAIN	1

MAKING GOOD PROGRESS. SERIOUS, DEDICATED STUDENT. VERY CAPABLE.

TERM REPORTS

STUDENT 11

Term 1-Q

MAKING GOOD PROGRESS. SERIOUS, DEDICATED STUDENT. VERY CAPABLE.

Term 2-Q

FINAL SCORES

LEVEL Q

TERM-1

STUDENT 12

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	
Standard Language Structures	
Listening Comprehension	
Fluency and Oral Production	
Vocabulary	
Written Production	
TOTAL	
PRE-TEST TOTAL	10
GAIN	0

STUDENT HAS TOO MANY ABSENCES TO EVALUATE.

TERM REPORTS

STUDENT 12

Term 1-Q

STUDENT HAS TOO MANY ABSENCES TO EVALUATE.

Term 2-Q

FINAL SCORES

LEVEL Q

TERM-1

STUDENT 13

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	1
Standard Language Structures	1
Listening Comprehension	1
Fluency and Oral Production	1
Vocabulary	2
Written Production	1
TOTAL	7
PRE-TEST TOTAL	10
LOST	3

MAKING PROGRESS BUT HAS A LOT OF ABSENCES.

TERM REPORTS

STUDENT 13

Term 1-Q

MAKING PROGRESS BUT HAS A LOT OF ABSENCES.

Term 2-Q

FINAL SCORES

LEVEL Q

TERM-1

STUDENT 14

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	3
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	3
Written Production	3
TOTAL	18
PRE-TEST TOTAL	18
GAIN	0

MAKING PROGRESS. HAS A LOT OF ABSENCES BUT GOOD STUDENT.

TERM REPORTS

STUDENT 14

Term 1-Q

MAKING PROGRESS. HAS A LOT OF ABSENCES BUT GOOD STUDENT.

Term 2-Q

FINAL SCORES

LEVEL Q

TERM-1

STUDENT 15

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	2
Standard Language Structures	4
Listening Comprehension	3
Fluency and Oral Production	4
Vocabulary	4
Written Production	3
TOTAL	20
PRE-TEST TOTAL	18
GAIN	2

MAKING GOOD PROGRESS. SERIOUS, DEDICATED STUDENT. VERY CAPABLE.

TERM REPORTS

STUDENT 15

Term 1-Q

MAKING GOOD PROGRESS. SERIOUS, DEDICATED STUDENT. VERY CAPABLE.

Term 2-Q

FINAL SCORES

LEVEL Q

TERM-1

STUDENT 16

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	3
Standard Language Structures	4
Listening Comprehension	3
Fluency and Oral Production	3
Vocabulary	4
Written Production	4
TOTAL	19
PRE-TEST TOTAL	10
GAIN	9

MAKING GOOD PROGRESS. VERY GOOD AT WRITING. HESITANT TO SPEAK. VERY CAPABLE.

TERM REPORTS

STUDENT 16

Term 1-Q

MAKING GOOD PROGRESS. VERY GOOD AT WRITING. HESITANT TO SPEAK. VERY CAPABLE.

Term 2-Q

FINAL SCORES

LEVEL Q

TERM-1

STUDENT 17

SCALE

Excellent to very good improvement	4 points
Good to average improvement	3 points
Fair improvement	2 points
Poor	1 point
No improvement during term	0 points

CATEGORY	SCORE
Standard Pronunciation	
Standard Language Structures	
Listening Comprehension	
Fluency and Oral Production	
Vocabulary	
Written Production	
TOTAL	
PRE-TEST TOTAL	
GAIN	

TOO MANY ABSENCES TO EVALUATE.

TERM REPORTS

STUDENT 17

Term 1-Q

TOO MANY ABSENCES TO EVALUATE.

Term 2-Q

PRE AND POST TESTS RESULTS

LEVEL Q

TERM-1

Anna Brown, Instructor

STUDENT #	PRE-TEST	POST TEST	GAIN/LOSS
1	13	12	- 1
2	15	12	- 3
3	15	11	- 4
4	9	10	+ 1
5	15	19	+ 4
6	19	21	+ 2
7	--	14	0
8	12	8	- 4
9	12	11	- 1
10	9	15	+ 6
11	19	20	+ 1
12	10	--	0
13	10	7	- 3
14	18	18	0
15	18	20	+ 2
16	10	19	+ 9
17	--	--	---

STUDENT REPORTS

LEVEL Q

TERM 1

To: Yolanda Vilato, Personnel Manager, S.A.

From: Anna Brown, Instructor

Re: Student progress report, end of Term 1, Level Q

****

STUDENT

1. MAKING GOOD PROGRESS, QUITE FLUENT BUT HAS SOME PROBEMS WITH STRUCTURES AND WRITING.
2. MAKING GOOD PROGRESS, AVERAGE STUDENT.
3. MAKING GOOD PROGRESS, DOESN'T PAY ATTENTION TO DETAILS.
4. MAKING GOOD PROGRESS, HAS TROUBLE LISTENING AND ORAL PRODUCTION.
5. MAKING GOOD PROGRESS, SERIOUS, APPLIED STUDENT.
6. STUDENT IS PROGRESSING WELL, MAKING A LOT OF EFFORT WITH GOOD RESULTS.
7. STUDENT IS PROGRESSING, GOOD STUDENT WITH MANY ABSENCES.
8. MAKING LITTLE PROGRESS, CAPABLE STUDENT BUT WITH LITTLE DEDICATION. MANY ABSENCES.
9. STUDENT IS PROGRESS WELL, SERIOUS STUDENT WITH A WRITING PROBLEM.
10. STUDENT IS PROGRESSING VERY WELL. GOOD STUDENT, HESITANT TO SPEAK.
11. STUDENT IS PROGRESSING VERY WELL, SERIOUS, DEDICATED AND VERY CAPABLE.
12. TOO MANY ABSENCES TO EVALUATE.
13. STUDENT IS PROGRESSING, BUT HAS A LOT OF ABSENCES.
14. STUDENT IS MAKING PROGRESS. HAS A LOT ABSENCES, BUT IS A GOOD STUDENT.

STUDENT REPORTS (Cont'd)

LEVEL Q

TERM 1

STUDENT

15. MAKING GOOD PROGRESS, SERIOUS, DEDICATED STUDENT, VERY CAPABLE.

16. MAKING GOOD PROGRESS, VERY GOOD AT WRITING, HESTANT TO SPEAK, VERY CAPABLE.

17. TOO MANY ABSENCES TO EVALUATE.

CLASS LIST

LEVEL A

TERM 2

LEVEL: A-ENGLISH

INSTRUCTOR: JOAN WAGMAN

TIME: 2:30 - 4:00 pm

DAYS: Monday & Wednesday

NAMES

1. Arriaga, Margarita
2. Bardales, Angela
3. Betancur, Libardo
4. Herrera, Alcides
5. Herrera, Ramon
6. Jimenez, Victoria
7. Lavigat, Petronila
8. Martinez, Maria
9. Nguyen, Mai Hoang
10. Nguyen, Yen Hoang
11. Ouk, Sarim
12. Peguero, Alonso
13. Thach, Hoa
14. Thach, Lan
15. Yen, Ry

PRETEST

LEVEL A

TERM-2

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?
2. What's your job called?
3. What is the first thing you do when you begin working?
4. What do you do next in your job as_______________? (see #2)
5. What else?
6. Tell me an important safety rule at Semi-Alloys.
7. What's your Social Security Number?
8. What's the phone number for Semi-Alloys? (914) 664-2800

ORAL COMMUNICATION ASSESSMENT

NAME:______________________ DATE:_____________ LEVEL:______
TESTOR:____________________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

OUTLINE

LEVEL A

TERM 2

The purpose of Level A is for student to learn fundamental listening, speaking and reading skills in English with special concentration on vocabulary used in the workplace.

OBJECTIVES:

1) Competency in oral production of communication strategies for greetings, question formation, ability/inability, agreement, reporting information, certainty/uncertainty, checking and indicating understanding, clarification, and focusing attention.

2) Integration of grammatical structures with above strategies.

   A. simple present tense

   B. present progressive tense in affirmative, negative and question form

   C. subject pronouns and possessive adjectives

   D. basic prepositions

   E. information questions with what, where, when and how

   F common adjectives and adverbs

   G. count/non-count nouns

   H. can and can not

3) Usage of vocabulary pertinent to the workplace in conjunction with the above strategies and structures.

4) Mastery of common general terms

   A. alphabet
   B. calendar (days of the week, months)
   C. clock time
   D. safety signs

OUTLINE (Cont'd)

LEVEL A

TERM 2

METHODOLOGY:

Individual and group oral practice. Role playing. Small group work. Pronunciation practice and correction. Dialogues. Dictionary usage. Video? Tapes? Listening practice.

EVALUATION:

Pre and Post Tests - Oral Quizzes.

Assignments

Level A

Term 2

Instructor: Joan Wagman

Session #1
(1/5/94)

Reviewed "What's your name?"
"My name is _________."

Reviewed: days of the week
numbers from 1-10

Introduced: "What's his/her name?"
"His/Her name is __________."

Session #2
(1/10/94)

Administered Pre-Test
Reviewed months of the year.
Reviewed no's from 1-15.
Reviewed colors
Introduced the present continuous: "Maria, go to the window."
Q. "What's she doing now?.
A. "She's going to the window."
Class repeated the command, question & answer in unison, in small groups, and individually. Students took turns giving the command & answering the questions.

No class on 1/12 - snowstorm.

No class on 1/17/94 - Holiday

Session #3
(1/19/94)

Reviewed no's from 1-15; months of the year, days of the week, colors.
- Introduced no's from 16-20
- Introduced new vocab.: - classroom words.
- Continued "present continuous" with new vocab.
    Ex. door, window, desk, chair, table, pencil, pen, book, dictionary, paper, chalk, blackboard.
- Reviewed "going to the window, and substituting words like "door" and "blackboard".

No classes on 1/26 or 1/28. Instructor was sick

Assignments (Cont'd)

Level A

Term 2

Session #4
(1/31/94)

- Continued using present continuous: "Open the door(window), Ramon, please."
    Q. What's he doing?
    A. He's opening the door(window).

Introduced vocab.- parts of the body: nose, mouth, eyes, ears, hair, head, arm, leg, hand, foot, chest, back, elbow, knee, neck, finger.

Reviewed days of the week, months of the year, classroom words.

Session #5
(2/2/94)

Rev. past vocab.
Introduced the possessive:
Q.- "What's this?"
A.- "It's a book/pencil/notebook
Q.- Whose book is it?
A.- It's Maria's/Ramon's book/pencil/notebook.
Q.- Whose book is that?
A.- It's her/his book/pencil/notebook.
Intro. "write" & "writing".
"Write your name on the blackboard"
Q.- What are you doing now?
A.- "I'm writing my name on the blackboard"
Q.- What is he/she doing now?
A.- "He/She is writing his/her name on the blackboard"

Session #6
(2/7/94)

Rev. previous vocab. incl. colors.
Introduce clothing: shirt, skirt, blouse, pants, shoes, etc.
Introduce: "What are you wearing?"
"I'm wearing a green skirt."
Introduce verb phrases: "touch" & "pick up"
"Touch the table/book/chair.
Q.- "What are you doing."
A.- I'm touching the table/book/chair.
Q.- What's he/she doing?
A.- He's/She's touching the table/book/chair.

"Pick up the pen/pencil/dictionary"
Q.- "What are you doing?"
A.- I'm picking up the pen/pencil/dictionary.

Assignments (Cont'd)

Level A

Term 2

Session #7 (2/9/94)	Rev.- "What's your name?"/What's his/her name? Intro.- "What's your address? (street address) "Where do you live?" (city,state) Rev. past vocab. Rev. "go", "open", "close", "touch", "pick up", "write", using dialogues.
Session #8 (2/14/94)	Review name and address Intro. "family vocab.: parents, mother, father, children, son, daughter, baby, boy, girl, grandparents, husband, wife, brother, sister. Review previous vocab. using dialogues Intro. "point to" using classroom words "Point to the table/window/desk, etc. Q.- What's he doing? A.- He's/she's pointing to the table/window/desk, etc. Q.- What are you doing now? A.- I'm pointing to ..." Intro. "What's she/he wearing? "She/he is wearing brown shoes."
Session #9 (2/16/94)	Rev. name, address, prev. vocab. Intro. prepositions "in" and "on". Q.- Where's the book/pencil/chalk? A.- It's on the table/desk/floor. ---Intro. listening ex's- JAZZ CHANTS by Carol Graham: "Sh! Sh! Baby's Sleeping." ---Practice commands, questions & answers using verbs previously taught.

No classes on 2/21/94- Holiday.

No classes on 2/23/94- Snowstorm.

Assignments (Cont'd)

Level A

Term 2

Session #10
(2/28/94)

Rev. vocab: clothing, colors, parts of the body.
Intro. phrase: "Who's wearing...."
Q. Who's wearing a white shirt?
A. Maria is.
Q. Who's wearing blue pants?
Ramon is.

While pointing to a picture of rooms in a house:
"Who's in the Kitchen? John is.
"Who's in the living room? Maria is.

Session #11
(3/2/94)

Listening Practice- "Jazz Chants."
Review previous vocab.
Intro- "Yes, he/she is." and "No, he/she isn't."
Ex. "Is Maria wearing a green blouse?"
"Yes, she is."
"Is Tom wearing a brown belt?"
"No, he isn't. He's wearing a black belt."

Session #12
(3/7/94)

Review previous vocab. & phrases, incl. rooms in the house.
Intro. 1) Where's Tom? He's in the Kitchen.
2) What's he doing? He's eating a sandwich.

For more able students: "Where's Tom?"
"He's in the Kitchen.
eating a sandwich."

Listening practice- JAZZ CHANTS"

Assignments (Cont'd)

Level A

Term 2

Session #13
(3/9/94)

Review previous vocabulary.
Intro. "How are you?" "Fine thank you."
or I have a pain in my arm/leg/back.
" " " backache/headache/toothache/stomachache
" " " sore back,
" " " throat.
My _______ hurts.

Session #14
(3/14/94)

Review previous vocab.
Review structures: "What are you doing?"
"I'm ___________."
"What's he/she doing?"
"He's/She's ___________."
"What's this?"
"It's a ___________."
"Whose ________ is it?"
"It's __________'s ________."
"It's his/her ___________."
"Who's wearing a blue ____?"

Session #15
(3/16/94)

Testing!

P.S. Mini-lessons in handwriting and phonics throughout term.

POST TEST 2

LEVEL A

TERM 2

ORAL QUESTIONS

1. TELL ME:

   THE DAYS OF THE WEEK
   THE MONTHS OF THE YEAR
   THE SEASONS OF THE YEAR

2. SAY THE NUMBERS FROM 1-20

3. WHAT TIME IS IT?

4. WHAT'S THE DATE?

5. ARE YOU A COMBO ROOM OPERATOR?
   ARE YOU A BLISTER PACK OPERATOR?
   ARE YOU AN INSPECTOR?
   ARE YOU A MAINTENANCE PERSON?
   ARE YOU A GLK ASSLEMBER?
   ARE YOU A STUDENT?

6. ARE WE TAKING A TEST?

7. IS RICARDO GOING TO BUY LUNCH?
   IS GRECIA GOING TO DANCE IN CLASS?
   ARE WE SPEAKING FRENCH?
   AM I SITTING ON THE FLOOR?

8. WHERE IS THE ....?
   TEA
   COFFEE
   BAG
   MAP
   PENCIL
   SUGAR

9. WHAT ARE YOU GOING TO DO TOMMOROW?

QUANTITATIVE SCORES

PRE AND POST TEST

LEVEL A

TERM-2

STUDENT #	PRE-TEST	POST TEST	GAIN/LOSS
1	--		
2	5		
3	--		
4	--		
5	--		
6	--		
7	5		
8	5		
9	5		
10	5		
11	4		
12	--		
13	5		
14	5		
15	5		

Student Reports

Level A

Term 2

To: Yolanda Vilato, Personnel Manager, S.A.

FROM: Joan Wagman, Instructor

RE: Student progress report, end of Term 2

Student

1. Fair progress; serious, hard-working student; good attitude. Illiterate in 1st language, but very anxious and eager to learn.
2. Too many absences to evaluate.
3. Absent entire term.
4. Making very slow progress; encumbered by lack of literacy in first language and by age. Several absences because of hospitalization did not help matters.
5. Too many absences to evaluate. When present, has very good attitude.
6. Making pretty good progress/ serious student, excellent attitude; helpful to others.
7. Making fair progress; hard-working student with very good attitude.
8. Making fair progress; serious student; excellent attitude.
9. Making excellent progress; serious student; excellent attitude.
10. Shows excellent progress; most serious and hard-working student; helpful to others.
11. Making good progress; excellent attitude.
12. Absent entire term.
13. Little progress made; possibly illiterate in first language.
14. Little progress made; possibly illiterate in first language.
15. Good progress made; excellent attitude.

Class List

Level B

Term II

Instructor: Anna Brown

Time: 12:30 - 2:00

Days: Tues. & Thurs

Names

1. Aquino, Susana
2. Bui, Dung
3. Delgato, Juana
4. Cruz, Ricardo
5. Figueroa, Maria
6. Idrovo, Nuvia
7. Mena, Felicia
8. Malara, Isidro
9. Mendez, Miguelina
10. Mesa, Margarita
11. Naranjo, Maricela
12. Nguyen, Mong Cuc
13. Robles, Miguel
14. Rodrigues, Grecia
15. Solorzano, Maria
16. Truong, Thanhthu
17. Villota, Dilsa
18. Wang, Xi Zhen

PRETEST

LEVEL B

TERM-2

NAME:________________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?

2. What's your job called?

3. What is the first thing you do when you begin working?

4. What do you do next in your job as_______________? (see #2)

5. What else?

6. Tell me an important safety rule at Semi-Alloys.

7. What's your Social Security Number?

8. What's the phone number for Semi-Alloys?

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:_______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

LESSONS

LEVEL B

TERM 2

Job Area: Maintenance mechanics

Skills: Oral Communication and sequencing with regard to safety procedures.

Objectives:

1. Develop basic vocabulary relating to safety
2. Use simple present tense to tell an event regarding a hazard
3. read safety anecdotes

Materials:

1. Picture stories (Longman Publishing) - pp. 85-90
2. Picture of possible hazards in a factory
3. Tape recorder and cassette, blackboard, newsprint or charts

Suggested Activities:

1. Teacher reads words, p. 88 and students point to related pictures, e.g., poison, danger, fire extinguisher. Next, students can give the words.
2. Students relate the story of a fire that becomes big because of panic, using the picture sequence, with teacher help needed.
3. Students tell what the man needs to do in this situation. Then they (students) read the story, pp. 87-89. They may add comments, which the teacher can write on the board.
4. Students use pictures of other hazards in a factory, to relate similar stories. After planning in groups, they tape record the story.
5. This will be typed to use as reading and cloze exercises.

LEVEL B

TERM 2

Job Area: Inspector, Mechanics

Skills:

1. Oral use of regular past.
2. Ask and answer questions.

Objectives:

1. Develop vocabulary of maching defects.
2. Understand question words.
3. Use question words to talk about machine problems.
4. Use past tense to talk about machine defects and mechanical corrections.

Materials:

1. Picture of machines used in company and samples of products being made.
2. Machine repair chart, fill in (form).
3. Handout of another repair chart, partly filled in.
4. Overhead projector (optional).

Suggested Activities:

1. Teach vocabulary - moved welbs, cleaned maching, checked pedal, changed holder etc.
2. Teacher asks questions about line 1 on chart (handout), for example: What happened to the machine? What time did it stop? When did the mechanic start? How long did he work? What did he do?
3. Students ask questions and answer them, in pairs, for successive lines of the chart (handout).
4. Teacher gives handout of a partly filled in chart to one of each pairs of students. The other student asks questions to complete his/her own chart. Then they compare his/her answers with those on his/her partner's chart. Students reverse roles after a while.

LESSONS (Cont'd)

LEVEL B

TERM 2

Job Area: Gold Control Clerk
Skills:
1. Reading a procedure
2. Vocabulary
3. Reading comprehension
4. Writing skills

Objectives:
1. Comprehension of procedure
2. Understand directions for process/procedure
3. Understand vocabulary pertinent to the procedure
4. Formulation of question in verbal and written form to assist in completing the procedure satisfactorily.

Materials:
1. Uncontrolled copy of Semi-Alloys procedure for a work task
2. Tape recorder and cassette
3. Board or flip chart

Suggested Activities:
1. Teacher reads procedure and makes a tape simultaneously (for later use)
2. Teacher notes troublesome vocabulary on board or flip chart. Elicit additional vocabulary items from class.
3. Pair students to identify and write main steps in procedure. One student verbalizes steps, the other records on paper.
4. Student pairs join into groups of four (two pairs) and formulate questions to ask one another on how to complete a procedure.
5. Replay of taped procedure to assure that groups have asked and answered all necessary questions.
6. Student pairs may check recorder's notes for errors. Teacher assistance at the ready.

LEVEL B

TERM 2

Job Area: Combo Room - Package Cleaners

Skills:

1. Building verb vocabulary of verbs used in the package cleaning process
2. Understand how imperative verb forms are used
3. Learn to recognize the imperative form when reading a procedure

Materials:

1. Verb list (on board): Remove, scrape, brush, place/put, burn off, allow, vacuum, blow, repeat, stack, restack, record, deliver, determine

Suggestive Activities:

1. Ask students to give examples of the imperative form. The question may be preceded with a reference to the previous class on imperatives. Go around the class using familiar commands. Do this to model structure for review and reinforcement. For example: Take off your hat. Turn on the machine etc.
2. Teach verbs modeling structure/s. Have students repeat the model, interchanging verbs where feasible. e.g. Turn on the air gun. Turn off the air gun. Place the air gun in holder. etc.
3. If understanding of both content and use are apparent, a listening exercise may be performed using the lesson's content. Example: "Larry, remove the papers from the machine. Stack them on the work table and (then) count them." To another student say: "Luz repeat what Larry did and (then) record the number of papers on the board. (Repeat the exercise changing verbs)

4. A suggested assignment for the class is to record on paper, five imperative statements that they hear during the next work day. They may get them from anyone at work (supervisors, other workers, managers etc.). Ask that the written forms be brought to the next class. This will provide a good warm up activity as well as a reinforcement of the imperative tense. It will also allow the teacher to troubleshoot any problems.

Job Area: Combo Room: Package cleaning, Blister packaging, GKL cleaning, U.V. light inspection.

Skills:

1. Safety requirements, building safety
2. Vocabulary
3. Imperative verb forms
4. Verb: "BE" with question words - Where and What
5. Learn use of imperative commands in written form

Objectives:

1. Become familiar with safety requirements and procedures
2. Develop vocabulary associated with procedures and equipment.
3. Learn use of imperative commands in written form

Materials:

1. Face mask, rubber gloves, safety glasses, fire extinguisher, warning signs, (visual), face shield

Suggested Activities:

1. Ask students to identify the safety equipment in their work areas. Include disposable products as well, for example, rubber gloves and face masks.

Post-Test

Level B

Term II

Name________________________________

Date________________________________

Write short answers to the following questions.

Example: Are you a student? Yes, I am.

1. Do you work in the Combo Room? ______________________________
2. Are you leaving early today?______________________________
3. Does your supervisor speak Spanish? ______________________________
4. Is your job difficult? ______________________________
5. Did you work overtime last week? ______________________________

Change these sentences to negative.

Example: I always work late. I don't always work late.

1. She comes to every class. ______________________________
2. They eat lunch at 12:00pm. ______________________________
3. We have a big cafeteria. ______________________________
4. I went to the meeting yesterday. ______________________________
5. They're making lids now. ______________________________

Make questions about these sentences.

Example: She likes her job. Does she like her job?

1. He's using the new machine. ______________________

2. I'm having trouble with this. ______________________

3. Maria has a new uniform. ______________________

4. Victor left early. ______________________

5. They want to talk to the boss. ______________________

Post Test

Level B

Term II

Oral Questions

1. Where do you work?

2. How many supervisors do you have?

3. What time do you begin working?

4. Where is Miguel today?

5. What are you doing right now?

6. What did you eat for dinner last night?

7. When did you see Anna?

8. What is Margarita wearing?

9. How many bananas did you buy?

10. When does the class finish?

Oral questions: Write the answers to the questions I ask you.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Student Reports

Level B

Term II

To: Yolanda Vilato, Personnel Manager, S.A.

From : Anna Brown, Instructor

Student progress report, end of Term 2.

0 - 4 Rating on Improvement Scale.

Aquino, Susana- Stopped attending

2 Bui, Dung- Making good progress especially in oral skills. Conscientious student.

Cruz, Ricardo- Stopped attending

4 Figueroa, Maria- Making very good progress. Continues to improve oral and writing skills. Understands well.

Hoang, Larry- Never attended

Mena, Felicia- Stopped attending. Gave birth

Melara, Isidro- Stopped attending.

2 Mendez, Miguelina- Making good progress. Understands and writes quite well. Speaks too fast with many errors.

3 Mesa, Margarita- Making good progress. Very conscientious student. Understands very well. Needs writing practice.

Naranjo, Maricela- Stopped attending.

2 Nguyen, Mong Cuc- Making good progress. More advanced than others. Could be moved up. Prefers this class with her friends.

2 Robles, Miguel- Was making good progress until he stopped attending. Only man in the class.

2 Rodrigues, Grecia- Making slow progress. Literacy problem. Oral work much better than written.

2 Solorzano, Maria- Very irregular attendance. Making progress.
Villota, Dilsa- Not attending.

STUDENT REPORTS (Cont'd)

4 Wang, Xizhen- Best in this class. Could be in much higher level. Good oral comprehension and writing skills. Needs help with pronunciation.

2 Truong, Thanhthu- Making progress consistently. Needs lots of practice with oral and written work.

2 Idrovo, Nuvia- Sporadic attendance. Making some progress. Poor comprehension and writing skills.

CLASS LIST

Level C

TERM-2

INSTRUCTOR: Nancy Esparta

TIME: 2:30-4:00

DAYS: Tues. & Thurs

NAME

1. Becerra, Segundo
2. Castano, Myrian
3. Delgado, Juana
4. Espinosa, Felix
5. Lewandowski, Fanny
6. Mendoza, Alfonso
7. Montan, Dinelia
8. Orta, Josephina
9. Perdomo, Ramom
10. Reyes, Jose
11. Reyes, Beatriz
12. Robles, Ismael
13. Silva, Alice
14. Valencia, Bethsabe
15. Vera, Lucia
16. Valdez, Noemi
17. Padilla, Luz

PRETEST-ESL

Level C

TERM-2

NAME:_______________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?

2. What's your job called?

3. What is the first thing you do when you begin working?

4. What do you do next in your job as_______________? (see #2)

5. What else?

6. Tell me an important safety rule at Semi-Alloys.

7. What's your Social Security Number?

8. What's the phone number for Semi-Alloys?

PRE-TEST ESL (Con't)

Level C

TERM-2

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:_______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

Course Outline
Level C
Term-II

The purpose of level C in Term-II is to reinforce and continue the listening, speaking, reading, and writing skills introduced in Term I. Vocabulary and verb forms from the first term will be reinforced and expanded to increase oral fluency concerned with particular job tasks.

Objectives:

1. Competency in oral production necessary for asking and responding to questions about job tasks.
2. Reading comprehension - interpreting and understanding job procedures, memos, shop orders.

The objectives will be met using Semi Alloy work contexts and procedures, integrating the following grammatical structures.

1. Present tense
2. Present Progressive tense
3. Simple Past tense
4. Comparisons: Adjectives, adverbs
5. Indefinite pronouns
6. Indefinite articles
7. Plurals

Methods:

1. Cooperative learning and peer tutoring using individuals and the group as resources to compete assigned tasks.
2. Simulation of job tasks. Verbal and written directions. Completion of cloze structure dictation.
3. Dialogues, role play, small group and individual work.

Evaluation:

1. Post test
2. Observation of oral production
3. Written individual evaluations

Post Test

Level C

Term 2

Change the following to the Present Tense:

1. He wrote the reports for the Research department.
2. She waited for the machine to warm up.
3. Julia and Maria counted each combo for packaging.

Change to Past tense:

1. There is a new shift change on Monday.
2. The manager asks all employees to report to work on time.
3. G.K.L's have a large amount of glass in them.

Post Test (Con't)

Level C

Term 2

Use the following pronouns in the spaces: "someone", "something", "anything", "anything else", "anyone".

1. Do your work carefully. Don't let __________________ correct your mistakes.

2. I don't see __________________ wrong. Is there __________________ that I missed.

3. The mechanic looked at the stamping machine. He said he couldn't fix it because there wasn't __________________ wrong.

4. I told the manager that the order was complete. I asked if there was __________________ to do.

5. The company is always looking for __________________ who wants to work hard.

Post Test (Con't)

Level C

Term 2

Use the indicated time (tense) of the verb in the appropriate spaces.

1. Carlos ______________ me as I repaired the stamping machine. (past time - Help)

2. Irma ______________ the combos before they are packaged. (present time - Count)

3. My supervisor ______________ a coworker about final inspection when I came in. (past continuous time - Ask)

4. In the Semi Alloy Company it is important that all workers in each department ______________ as a team. (present time - Function)

5. It is an important part of the maintenance department's job to ______________ and collect all metal scraps found on floors. (infinitive form - Save)

Post Test (Con't)

Level C

Term 2

Underline the correct word in parentheses:

1. Henry goes to (an/some) Adult Center for high school classes.
2. The lead person has (a/several) orders on her table.
3. I have (a/many) family members who work at Semi Alloys.

Answer the questions in your own words.

1. When do you speak English at work?

2. Why is it important to speak English everyday at work?

REPORTS AND SCORING

LEVEL C

TERM-2

Scoring

7 - Excellent improvement at level

6 - Superior improvement at level

5 - Good improvement

4 - Satisfactory improvement

3 - Fair improvement

2 - Very poor quality

1 - No progress shown

Category	**Score**
Standard Pronunciation (S.P.)-	
Language Structures (L.S.)-	
Listening Comprehension (L.C.)-	
Fluency and Oral Production (F./O.P.)-	
Vocabulary (Voc.)-	
Written Production (W.Pro.)-	

Segundo Bercerra

S.P.	4
L.S.	4
L.C.	4
F/O.P.	4
Voc.	5
W.P.	5

	26

Segundo is making good progress. He is diligent and always prepared.

Myriam Castagna

S.P.	4
L.S.	5
L.C.	5
F/O.P.	6
Voc.	6
Writ. Prod.	5

	37

Myriam is progressing very well. She is very concerned with improving her language skills and does so weekly.

Felix Espinosa

L.S.	4
L.C.	4
S.P.	3
F/O.P.	5
Voc.	4
W. Prod.	4

	24

Felix has improved greatly this term. Concepts and structures are beginning to be more clear for him. He is always willing to try harder.

Alfonso Meudoza

S.P.	6
L.S.	5
L.C.	5
F/O.P.	5
Voc.	6
Writ. Prod.	4

	31

This is Alfonso's first term in class. His progress has been exceptional. He needs more everyday practice in oral fluency.

Dinelia Montan

L.S.	4
L.C.	3
S.P.	3
F/O.P.	4
Voc.	4
Writ. Prod.	5

	23

Dilenia's progress is very satisfactory this term. She is much less hesitant about speaking and asking questions in class.

Josefina Orta

L.S.	3
L.C.	3
S.P.	3
F/O.P.	2
Voc.	3
Writ.Prod.	2
	16*

Josefina has great difficulty with language production. She must learn to think in English rather than trying to translate into Spanish. Greater attention has been shown this term in all areas of class.

* Based on class work only. She was away on vacation during final term.

Ramon Perdoma

S.P.	3
L.S.	3
L.C.	3
F/O.P.	4
Voc.	4
Writ.Prod.	4

	21

Ramon continues to have trouble in oral production especially in the area of pronunciation. He is trying very hard to improve.

Beatriz Reyes

S.P.	6
L.S.	5
L.C.	5
F/O.P.	6
Voc.	6
Writ.Prod.	6

	34

Beatriz is showing immense progress. She is always interested and tries her language skills whenever possible.

Jose Reyes

S.P.	4
L.S.	3
L.C.	3
F/O.P.	4
Voc.	3
Writ.Prod.	2

	19

Jose is making progress and has a lot of language. He is trying to correct some years of using the language incorrectly.

Ismael Robles

S.P.	6
L.S.	5
L.C.	5
F/O.P.	6
Voc.	6
Writ.Prod.	7

	35

Ismael is doing superior work. He needs challenging. He is always prepared and an asset to his classmates with his sharing of knowledge.

Alice Silva

S.P.	4
L.S.	5
L.C.	5
F/O.P.	5
Voc.	5
Writ.Prod.	4

	28

Alice has made adequate progress this term. She is very eager to give responses in class and has a good understanding of the material presented. She needs to be more accurate in her responses. This might result from greater attention in listening skills.

Noemi Valdez

S.P.	3
L.S.	2
L.C.	3
F/O.P.	3
Voc.	3
Writ.Prod.	2

	16

Noemi has difficulty in English mainly because she lacks confidence and must be cajoled into speaking. She must practice using language everyday. I suggest additional classes.

Bethsabe Valeuria

L.S.	3
L.C.	3
S.P.	3
F/O.P.	4
Voc.	3
Writ.Prod.	4

	20

Beth tries very hard to improve. She needs more overall structure and practice. Class time is insufficient for this. She is being encouraged to work on her language skills outside of the classroom.

Lucia Veras

S.P.	5
L.S.	4
L.C.	4
F/O.P.	5
Voc.	5
Writ.Prod.	5

	28

Lucia continues to make good progress. She doesn't like to volunteer in class but is willing to participate when asked.

CLASS LIST

MATH

TERM 2

INSTRUCTOR: Carole Bergen

TIME: 1:00-2:30

DAYS: Mon. & Wed.

	NAME
1.	Anderson, Altagracia
2.	Ampia, William
3.	Arriaga, Mariano
4.	Bullock, Antoinnette
5.	Bennett, Inez
6.	Carniero, Jose
7.	Forte, Joseph
8.	Maldonado, Lyda
9.	Mcintyre, Basil
10.	Mckenzie, Alice
11.	Persaud, Baldat
12.	Phynn, Joseph
13.	Ramos, Raymon
14.	Vasquez, Mariana

PRETEST 1

BASIC MATH (WHOLE NUMBERS)

TERM-2

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 984 + 39 + 8707

2. Subtract: 3002 - 648

3. Multiply: 809 X 76

4. Divide: 17469 - 27

5. Find the average of the following package weights: 22, 18, 27, 33, 25

6. Find the value of 4^3

7. Find the value of 81

8. Compute the value of the following expression using the correct order of operations:

   2 + 7 X 5

9. Write in words: 6,017,504

10. Round to the nearest thousand: 824,796

11.

    3 cm.

    10 cm.

    a. Compute the **perimeter** of the figure above.

    b. Compute the **area** of the figure above.

12. a. According to the graph at the right, approximately how many ATM cards were issued in 1982?

    b. According to the graph at the right, how many more ATM cards are projected for 1995 than were isssued in 1985?

13. The weight of a package with the tare included is 25 pounds. If the weight of the item in the package is 18 pounds, what is the tare weight?

14. If the cost of one lid is $4, find the cost of 150 lids.

15. If an employee earns $2656 for working 8 weeks, what does he earn for working one week?

PRETEST-3

BASIC MATH (FRACTIONS)

TERM-2

DIRECTIONS: Show all work for each of the following problems on the paper provided. All fractions should be reduced to lowest terms.

1. Reduce to lowest terms: $\frac{80}{104}$

2. Write as a mixed number: $\frac{27}{5}$

3. Write as an improper fraction: $\frac{2}{5}$

4. Add: $\frac{3}{8} + \frac{4}{5}$

5. Subtract: $\frac{5}{6} - \frac{3}{4}$

6. Multiply: $\frac{1}{7} \times \frac{2}{5}$

7. Divide: $8 - \frac{4}{5}$

8. Find the average of: $\frac{1}{2}$, $\frac{3}{4}$, and $\frac{7}{8}$

9. What is $\frac{2}{5}$ of 15 ?

10. Find the difference of 4 and 2

11. a. Using the inch scale of a ruler, measure the line below correct to the nearest 1/4 inch.

    b. Still using the inch scale, measure the line correct to the nearest 1/16 of an inch.

PRETEST 4

BASIC MATH (DECIMALS)

TERM-2

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 43.47 + 1.9 + .157

2. Subtract: 8 - 6.2

3. Multiply: 3.4 X .07

4. Divide: .0654 - .03

5. Round this decimal correct to the nearest thousandth: 4.7228

6. Divide and round your answer correct to the nearest tenth: 6.12 - 7

7. Express this decimal as a fraction and reduce to lowest terms: .06

8. Express this fraction as an equivalent decimal: $\frac{2}{25}$

9. Insert the correct symbol (> = <) to make the statement true:

   5.874 ☐ 5.91

10. If Maria's hourly rate of pay is $6.80, how much does she earn for working 7 1/2 hours?

11. Four boxes were shipped to the Motorola Company on Thursday. One box weighed 8 pounds; the second, 4.5 pounds; the third, 7.65 pounds; the fourth, 3.25 pounds. What was the mean or average weight of the boxes shipped?

12. Carlos bought a used car with a down payment of $1000 and 24 monthly payments of $90.50 each. What was the total cost of the car?

13. It costs the Semi-Alloy Company $.036 per hour to run one plating machine. If the plating department runs a machine for fourteen hours per day, how much does it cost to run the machine for a five day work week?

14. The cost to rent a small truck is \$69 per day plus \$0.25 per mile. Find the cost of renting a truck for 1 day if it is driven 250 miles.

15. The table below gives the starting wages, progressive increases, and hourly salary range for workers in a certain factory. Use the table to answer the questions below:

Department	Starting Wage	3 mos.	6 mos.	1 yr.	Qualified Rate	Range
Quality Inspector	\$4.50	.20	.20	.40	\$5.30	\$4.50-\$6.90
Rolling Operator	\$4.90	.20	.20	.40	\$5.70	\$4.90-\$7.90
Casting Supervisor	\$9.00					\$9.00-\$12.50
Shipping Operator	\$6.50					\$6.50-\$8.00
Plater	\$6.00	.30	.30	.30	\$6.90	\$6.00-\$8.25

a. What is the hourly wage of a Plater after working 6 months?

b. After a Quality inspector and a Rolling Operator both work 1 year, how much more per hour will the Rolling Operator be making?

c. How much will a Casting Supervisor make (before taxes) for working a 40 hour week if s/he is being paid the highest possible salary in the range for that position?

16. a. 16 kg = ___________ gm

b. .058 m = ___________ cm

c. 5.8 L = ___________ qt

17. Solve the following proportion for x: $\frac{x}{18} = \frac{5}{8}$

18. Write a proportion and then solve to answer the following question:

An alloy contains 2 gm of gold for every 5 gm of tin.
Find the amount of tin in the alloy if it contains 8.5 gm of gold.

19. Express in standard notation:

a. 2.3×10^{7}

b. 4.32×10^{-4}

PRETEST 5

BASIC MATH (PERCENTS)

TERM-2

DIRECTIONS: Show all work for each of the following problems on the paper provided.

1. Express as an equivalent decimal: 4%.

2. Express as an equivalent percent: 1.5.

3. Express as an equivalent percent: $\frac{4}{5}$.

4. Express as an equivalent fraction: 60%.

5. Express this decimal as a percent correct to the nearest tenth: .1757.

6. Express this fraction to the nearest whole percent: $\frac{7}{16}$.

7. Express as a percent: 13 out of 50.

8. What number is 7% of 650?

9. What percent of 80 is 5?

10. 30% of what number is 14.7?

11. If 2 lids out of a case of 25 lids are defective, what percent of the lids are defective?

12. Juan is currently making $9.60 an hour. If he receives a 4% pay increase, what is his new hourly wage?

13. On a certain day 2% of the employees were absent because of illness. If the factory employs 1200 people, how many were absent?

14. If the sales tax rate is 8 1/4 percent, find the tax on an item that costs $240.

15. After a salt pray test, the corroded surface area of a lid measured 1.5 sq.units. If the surface area of the lid is 40 sq.units, what percent of the surface area is corroded? (Round your answer to the nearest tenth of a percent.)

16. Use the Semi-Alloys' Delivery Performance Chart shown below to answer the following questions:

a. In what month was the OVERALL performance percentage the worst?

b. In what month did the COMBOS division perform better than the DIE ATTACH division?

c. The cumulative percent is calculated by taking the average of the percents given for each month. Calculate the OVERALL cumulative percent for the months of Jan. - July.

REVISED CURRICULUM

BASIC MATH

TERM-2

PURPOSE:

The purpose of the basic skills mathematics course is to improve the computational and reasoning skills of the employees at Semi-Alloys and lead them to better understanding of the math-related problems that they encounter on the job and in everyday life.

OBJECTIVES:

1. To develop the skills necessary to solve a variety of arithmetic problems using the operations of addition, subtraction, multiplication, division, exponentiation and square roots.
2. To develop the reasoning skills necessary to apply the above operations in a variety of problem-solving situations related to real life and the work place.
3. To develop the ability to read and interpret a variety of graphs, charts and tables especially those that relate to the work environment.

PROCEDURE:

All students will be given Pretest 1 which involves whole number operations only. Based on the results of this test, students will be placed at a certainlevel on the whole number continuum. Much of the instruction will be individualized focusing on the student needs. Students will using a text and a variety of supplementary materials supplied by the instructor. When a student has mastered the skills at this first level, s/he will be given a follow-up posttest to measure progress. Depending on their ability, students will progress in a similar manner through operations with fractions, decimals, percents, graphs, and possibly some algebraic topics such as evaluating formulas and solving simple equations. Real life and job-related applications will be included thoroughout the course.

EVALUATION:

A series of 4 pre/post tests have been developed. All students will start with pretest 1 and will receive posttest 1 at the completion of the required material or at the end of term 1 (whichever comes first). Pre/post tests 2, 3, 4 will be administered in a similar manner. It is hoped that by the end of 5 terms, all students will have completed all course content.

BASIC MATH

TERM-2

CONTENT:

1. Whole Number Skills/Applications

   1.1 Place value
   1.2 Reading and writing large numbers
   1.3 Rounding
   1.4 Operations--Addition, Subtraction, Multiplication, Division
   1.5 Exponents and square roots (perfect squares)
   1.6 Order of operations
   1.7 Find the arithmetic average (Mean) of a group of numbers
   1.8 Reading tables and graphs
   1.9 Measurement (Perimeter, Area, Volume)
   1.10 Word Problems--single operation & multistep problems (life skills and work related

2. Fraction Skills/Applications

   2.1 Equivalent fractions
   2.2 Mixed numbers
   2.3 Comparing and ordering fractions
   2.4 Operations--Addition, Subtraction, Multiplication, Division
   2.5 Computing powers and square roots involving fractions
   2.6 Word problems--single operation & multistep problems (life skills and work related
   2.7 Standard units of measurement (English)
   2.8 Computing perimeter, area, volume with fractional units
   2.9 Finding what fraction one number is of another
   2.10 Ratio and proportion
   2.11 Proportion word problems (life skills and work applications)

3. Decimal Skills/Applications

   3.1 Reading and writing decimals
   3.2 Rounding decimals
   3.3 Comparing and ordering decimals
   3.4 Operations with decimals--addition, subtraction, multiplication, division
   3.5 Interchanging fractions and decimals
   3.6 Powers & Square Roots
   3.7 Metric measurement--reading metric scales
   3.8 Perimeter, area, volume
   3.9 Scientific Notation with positive exponents
   3.10 Word problems--single & multistep (life skills and work related)
   3.11 Decimals and Tables

REVISED CURRICULUM (Cont'd)

BASIC MATH

TERM-2

4. Percent Skills/Applications

    4.1 Equivalent forms--percent, fraction, decimal
    4.2 Finding percent of a number
    4.3 Finding what percent one number is of another
    4.4 Finding a number when a percent of it is given
    4.5 Word problems--single and multistep (life skills and work related)
    4.6 Tables and Graphs using percents

5. Graph Skills/Reading and Interpreting

    5.1 Pictographs
    5.2 Circle graphs
    5.3 Bar graphs
    5.4 Line graphs

6. Supplementary Topics (Pre-algebra)

    6.1 Formulas--perimeter, area, volume, circumference, interest, distance, etc. (others - work related)
    6.2 Integers
    6.3 Linear equations

LESSONS

MATH

TERM 2

INSTRUCTOR: CAROLE BERGEN

Class 1

Content: Decimal Place value
Reading and writing decimal numerals
Converting from Decimals to Fractions

Procedure:

1. Pass out blank place-value worksheet and have students fill in the place values for the whole numbers. Discuss how the decimal point separates the whole part of the number from the fractional part. Then have the students fill in the decimal place values.
2. Write several decimal numerals on the board and have students practice reading these numbers correctly. Then have students write the numbers first in words and then as equivalent fractions.
3. Write several word names for decimal numerals on the board and have students come to the board to write the numeral represented by the word. Practice writing the numerals both as decimals and fractions. Emphasize to students that if a decimal is read correctly, the correct fraction is always apparent.

Class 2

Content: Comparing decimals

Procedure:

1. Write several different decimals all the board that all end in the same place value (e.g. .24, .78, .12, .03, .10, .90). Emphasize to students that since all decimals represent the same place value and therefore have the same denominator (in this case "hundredths"), it is easy to compare them since the larger number will have the larger value. Have them recall the procedure for comparing fractions which involved changing them to the same denominator and then comparing the numerators. The procedure for decimals is the same but much easier since zeros can be added to change all decimals to a common denominator.

e.g. Put in order from smallest to largest:
1.4, .09, .62, .5, .125, 6.1, 1.007

Solution: Make all decimals have the same denominator by adding zeros so that the place value of all the numbers is thousandths.
1.400, .090, .620, .500, .125, 6.100, 1.007
Since the denominators are the same the numbers can be easily arranged from smallest to largest.

.090, .125, .500, .620, 1.007, 1.400, 6.100
Give many similar examples for students to practice.

Workplace application: Use the figures on a sample "Seal Preform Combos Acceptance Criteria" form (attached) to determine whether measurements that I put on the board are acceptable according to the acceptance criteria given at the bottom of the page.

Class 3

Content: Rounding Decimals

Procedure:

1. Discuss rounding decimals to different place values depending on the degree of accuracy required. Have students practice rounding numbers to the nearest whole number, tenth, hundredth, thousandth and ten-thousandth.
2. Discuss rounding answers involving money to the nearest cent. Give several examples. (Use the mathematical rule that if the digit to the right of the rounding column is ≥ 5, round up) However, point out to students that this rule is often not followed in business where aften any part of a cent will be rounded up to the next whole cent. For example, if 3 cans of soup cost $1.00, the customer will be charged 34 cents for one can even though .33333... mathematically would round to .33.

Class 4

Content: Converting from fractions to decimals

Procedure:

1. Start with the fraction 1/2 and represent as 5/10 = .5
50/100 = .50   500/1000 = .500 etc. Note that they all have the same value.
2. Discuss the fact that 1/2 means 1 ÷ 2 and give students practice converting several fractions to decimals in this manner. Do by hand and by using a calculator. Then check answers by writing the resulting decimal as a fraction and reducing.

3. Discuss how 1/3 results in a repeating fraction and different ways of representing the answer.
4. Note how 1/17 does not repeat on the calculator screen and must be rounded. Discuss degrees of accuracy for rounding.

Workplace application: Ask students how precise the decimal answer must be in their particular job. Look at several different Semi-Alloy forms and notice how the degree of accuracy varies with different applications.

Class 5

Content: Measuring with a ruler marked in inches

Procedure:

1. Pass out the worksheet on measuring and give rulers to all students. Then discuss different degrees of accuracy for measuring. Have students measure the lines given according to the degree of accuracy required. Discuss how different situations involve different degrees of accuracy.
   Lines should be measured correct to nearest inch, half-inch, quarter-inch, eighth-inch and sixteenth-inch.
2. Review procedure for changing fractions to decimals and decimals to fractions and give each measurement in decimal form.

Class 6

Content: Operations with Decimals--addition and subtraction

Procedure:

1. Put on the board: .76 + .123 + 5 and discuss the proper place value for each of the digits. Then have students line the digits up correctly and add. Do several examples with different place values.
2. Put on board: 7.1 - 4.679 and discuss how digits must be properly aligned and zeros added to the top number before subtracting. Emphasize the role of addition in checking subtraction examples.

Workplace application: Use the "Low Hydrogen Process Traveller" form to practice computing the delta (difference) when two values are given.

Class 7

Content: Using Addition and Subtraction of Decimals to Determine Acceptable Measurements for Semi-Alloy Combo Lids

LESSONS (Cont'd)

MATH

TERM 2

Procedure:

1. Pass out a copy of the "Semi-Alloy Combos Description Sheet and discuss the various measurements given and the meaning of the tolerances given.
2. Have students take each of the measurements given with the acceptable tolerance level and use addition and subtraction to compute (1) the largest possible acceptable measurement
   (2) the smallest possible acceptable measurement
   For example, the outside diameter of a Combo Lid is given as .230±.005 so students would be expected to compute .235 and .225 as the largest and smallest acceptable diameters respectively.
3. Pass out "Seal Preform Combos Acceptance Criteria" form and discuss when lids should be rejected based on information given at the bottom of form.

Class 8

Content: Operations with Decimals--Multiplication

Procedure:

1. Use a fraction example to show why .3 x .4 = .12 and then give several fractions examples until students are able to determine the rule for placing the decimal point in multiplication.
2. Give students practice with a wide variety of multiplication examples. Include examples where answers must be rounded to a certain degree of accuracy and answers involving money which must be rounded to the nearest cent. The word problems using decimals in the text are good for applications.

Class 9

Content: Operations with Decimals--Division

Procedure:

1. Put the following problems on the board and discuss the solution to each problem:

   5 1.25   .5 1.25   .05 1.25   .005 1.25   .0005 1.25

   Determine the correct placement of the decimal point and check each answer by multiplication. Do several examples of division by hand and by calculator until students are comfortable with the process.
2. Practice word problems involving applications of decimals using different operations.(see text)

MATH

TERM 2

Class 10

Content: Computing Perimeters and Areas of Rectangles With Decimal Measurements

Procedure:

1. Draw several rectangles and squares on the board with sides that are measured in decimal units and ask students to compute the perimeter and area of the figures.

2. Compare the sides, perimeters and areas of the various figures and determine which are the smallest, largest, etc.

Class 11

Content: To Determine the Amount of Corrosion on a Lid After a Salt Spray Test;
To Calculate the Part of the Total Surface Area of the Lid that is corroded (correct to the nearest thousandth)

Procedure:
Draw the following simulated lid on the board with a small area of corrosion shown by shading.

Then have the students calculate the total surface area of the lid and the area of the corroded spot. Represent the part of the lid that is corroded by using the fraction: $\frac{\text{corroded part}}{\text{total area}} = \frac{9}{4800}$

The students can then enter 9 ÷ 4800 on their calculators to determine the decimal part of the lid that is corroded. Have them round their answer to the nearest thousandth.

Write on the board **"Any Standard lid with a maximum corrosion that covers more than .05 of the area of the lid is cause for rejecting the lot."**
Have the students determine whether the lid given is acceptable as a Standard lid.

Write on the board: **"Any Hi-Rel lid with a maximum corrostion that covers more than .005 of the area of the lid is cause for rejecting the lot."**
Have the students determine whether the lid given is acceptable as a Hi-Rel lid.

MATH

TERM 2

Class 12

Content: More Practice with Determining the Part of A Lid That is Corroded and Comparing the Answer with Acceptable Standards.

Procedure:

1. Draw the following figure on the board and using the same procedure as in the previous class, have the students calculate the part of the lid that is corroded.

2. Using the same acceptance standards given in the previous class, have the students determine if the lid given is acceptable as a Standard lid and/or as a Hi-Rel lid.

Class 13

Content: Review all Operations With Decimals

Procedure:

1. Write on the board: 5.4 + .8
   5.4 - .8
   5.4 x .8
   5.4 ÷ .8
   Give students time to work each problem by hand and then check with the calculator. Discuss the different methods used for each problem.

2. Write on the board: 6 + 2.5
   6 - 2.5
   6 x 2.5
   6 ÷ 2.5
   Again, give students time to work each problem by hand and then check with the calculator. Discuss the different methods used for each type of problem.

3. Review procedure for converting fractions to decimals and decimals to fractions.

Class 14

Content: Finding the Sum, Difference, Product and Quotient of a Decimal and a Fraction.

Procedure:

1. Write on the board: Find the sum of $\frac{1}{2}$ and .06

   Discuss how this would be easier to compute if both values were fractions **or** both were decimals. Then calculate the answer first with fractions and then with decimals and compare. Give several other examples using difference, product and quotient.

2. Discuss when a fraction or decimal answer might be preferable. (For example, when money is involved, decimals are almost always used)

Class 15

Content: Finding the Average, Range, Maximum and Minimum values of Decimal figures.

Procedure:

1. Write on the board the test scores of a student rounded to different degrees of accuracy and have students compute the above values correct to the nearest tenth.

2. Using an Olympic scale of 6 = perfect, have students compute the olympic average(to the nearest tenth) of several athletes. Discuss the range, and maximum scores.

Workplace Application: Use the "Metallymphy Stress Relieved Kovar Study Report (attached) to compute the Average, Range, Maximum and Minimum flatness levels of the coils in lots of 25. Discuss how the figures are computed and the different degrees of rounding accuracy.

Class 16

Content: Computing Powers and Roots of Decimal figures

Procedure:

1. Review the definition of an exponent and ask students how they would use that definition to compute $(.4)^2$. Remind students about the proper placement of the decimal point in multiplication and how fractions may be used to check the answer ($\frac{4}{10} \times \frac{4}{10} = \frac{16}{100} = .16$

   Give students the following examples to compute:

   $(.2)^3$ $(.03)^2$ $(.0001)^4$ $(.7)^2$ $(2.3)^2$

LESSONS (Cont'd)

MATH

TERM 2

2. Review the definition of square root and ask students to use the definition to determine .25 . Again, discuss how the decimal point is placed in the answer and how the answer may be checked by multiplication.

   Have students compute the following:
   .16 .09 .0004 .0081 .000049 .00000036

Class 17

Content: Applications with Decimals

Procedure:

1. Discuss several different types of word problems in the text that have decimal figures. Have students discover key words that can help them determine the correct operation to use.
2. Discuss the use of expressions such as "16 is what part of 100" and the fraction and decimal interpretation of this information.

Class 18

Content: Introduction to Integers

Procedure:

1. Give students a brief history of the develoment of numbers and how the types of numbers used evolved with need:
   Counting Numbers $\{1, 2, 3, \ldots\}$
   Whole Numbers $\{0, 1, 2, 3, \ldots\}$
   Integers $\{\ldots -3, -2, -1, 0, 1, 2, 3, \ldots\}$
   Rational Numbers - Represent as $\frac{p}{q}$ where p and q are integers and $q \neq 0$
2. Discuss applications where negative numbers are used (eg. temperature, debt, below sea level, etc.)

Workplace application: Use the "Process Specific Low Hydrogen Process Traveller" form (attached) to determine whether to accept or reject certain lots based on the acceptance criteria listed at the bottom of the form:

$-1.07 \leq \text{Delta} \leq 1.07 = \text{Accept}$
$-1.07 > \text{Delta} > 1.07 = \text{Retest}$
$-1.07 > \text{Retest} > 1.07 = \text{Reject}$

No other classes because of snow closings.

POSTTEST 1

BASIC MATH (WHOLE NUMBERS)

TERM-2

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 7969 + 89 + 707

2. Subtract: 6010 - 496

3. Multiply: 907 X 86

4. Divide: 26311 - 83

5. Find the average of the following package weights: 81, 67, 45, 63

6. Find the value of 2^4

7. Find the value of 64

8. Compute the value of the following expression using the correct order of operations:

   6 + 4 X 2

9. Write in words: 2,415,062

10. Round to the nearest HUNDRED: 442,796

11.

6 cm.

8 cm.

   a. Compute the **perimeter** of the figure above.

   b. Compute the **area** of the figure above.

12. a. According to the graph at the right, approximately how many ATM cards were issued in 1983?

    b. According to the graph at the right, approximately how many more ATM cards are projected for 1995 than were issued in 1981?

13. The total weight of a shipment is 235 pounds. If the merchandise weighs 208 pounds, what is the tare weight?

14. If a worker makes $6 per hour, how much does she earn if she works 38 hours?

15. A company has a bonus of $1200 which is to be distributed evenly to all of the workers in a particular group. If there are 8 workers in the group, how much money does each person receive?

POSTTEST 2

BASIC MATH (WHOLE NUMBERS)

TERM-2

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 9704 + 57 + 967
2. Subtract: 8021 - 794
3. Multiply: 683 X 79
4. Divide: 52548 - 87
5. Find the average of the following package weights: 15 lbs., 27 lbs., 36 lbs.
6. Find the value of 3^4
7. Find the value of 49
8. Compute the value of the following expression using the correct order of operations:

   6 - 4 - 2
9. Write in words: 62,045,600
10. Round to the nearest THOUSAND: 442,796
11.

    8 cm.

    12 cm.

    a. Compute the **perimeter** of the figure above.

    b. Compute the **area** of the figure above.
12. a. According to the graph at the right, approximately how many ATM cards are projected for 1995?

    b. According to the graph at the right, approximately how many more ATM cards were issued in 1985 than in 1981?
13. A worker works 38 hours per week for 50 weeks of the year, how many hours does the worker work per year?
14. A shipment of 5000 lids is to be packed in Semi-paks which hold 200 lids each. How many Semi-paks will be needed?
15. The total weight of a shipment is 187 pounds. If the merchandise weighs 108 pounds, what is the tare weight?

POSTTEST 3

BASIC MATH (FRACTIONS)

TERM-2

DIRECTIONS: Show all work for each of the following problems on the paper provided. All fractions should be reduced to lowest terms.

1. Reduce to lowest terms: $\frac{60}{124}$

2. Write as a mixed number: $\frac{31}{4}$

3. Write as an improper fraction: $\frac{3}{4}$

4. Add: $\frac{5}{8} + \frac{1}{3}$

5. Subtract: $\frac{4}{5} - \frac{1}{6}$

6. Multiply: $\frac{1}{4} \text{ X } \frac{2}{3}$

7. Divide: $9 - \frac{3}{5}$

8. Find the average of: $\frac{1}{2}$, $\frac{2}{3}$, and $\frac{5}{6}$

9. What is $\frac{4}{5}$ of 20 ?

10. Find the difference of 6 and 3

11. Compute $\frac{2}{3}$

12. In a shipment of 100 boxes, 2 boxes are damaged in transit. What fractional part of the shipment is damaged?

13. Compute the surface area of the figure at the right

14. 48 inches = ________ feet

15. a. Using the inch scale of a ruler, measure the line below correct to the nearest 1/4 inch.

    b. Still using the inch scale, measure the line correct to the nearest 1/16 of an inch.

POSTTEST 4

BASIC MATH (DECIMALS)

TERM-2

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 925.47 + 6.1 + .027

2. Subtract: 9 - 4.7

3. Multiply: 2.5 X .08

4. Divide: .1224 - .3

5. Round this decimal correct to the nearest HUNDREDTH: 24.722

6. Divide and round your answer correct to the nearest tenth: 4.552 - 6

7. Express this decimal as a fraction and reduce to lowest terms: .14

8. Express this fraction as an equivalent decimal: $\frac{7}{20}$

9. Insert the correct symbol (> = <) to make the statement true:

   6.379 ☐ 6.41

10. If Maria's hourly rate of pay is $5.40, how much does she earn for working 6 1/2 hours?

11. Five sheets of metal have the following weights:
    23.6 pounds, 35.14 pounds, 20 pounds, 16.56 pounds and 18.6 pounds
    Find the mean or the average weight of the sheets.

12. A washing machine can be purchased for $50 down and 12 monthly payments of $22.90 each. What is the total cost of the washing machine?

13. It costs a Company $1.079 per hour to run one plating machine. If the plating department runs a machine for 12 hours per day, how much does it cost to run the machine for 10 days?

14. The cost to rent a car is $29.99 per day plus $0.18 per mile. Find the cost to rent a car for 2 days if it is driven 100 miles.

15. The table below gives the starting wages, progressive increases, and hourly salary range for workers in a certain factory. Use the table to answer the questions below:

Department	Starting Wage	3 mos.	6 mos.	1 yr.	Qualified Rate	Range
Quality Inspector	$4.50	.20	.20	.40	$5.30	$4.50-$6.90
Rolling Operator	$4.90	.20	.20	.40	$5.70	$4.90-$7.90
Casting Supervisor	$9.00					$9.00-$12.50
Shipping Operator	$6.50					$6.50-$8.00
Plater	$6.00	.30	.30	.30	$6.90	$6.00-$8.25

a. What is the hourly wage of a Rolling Operator after working 6 months?

b. After a Quality inspector and a Plater both work 1 year, how much more per hour will the Plater be making?

c. How much will a Shipping Operator make (before taxes) for working a 40 hour week if s/he is being paid the highest possible salary in the range for that position?

16. a. 200 gm =__________ km

b. .058 m = __________ mm

c. 16 in.= __________ cm

17. Solve the following proportion for x: $\frac{x}{10} = \frac{7}{8}$

18. Write a proportion and then solve to answer the following question:

An alloy contains 40 gm of gold for every 3 gm of silicon
Find the amount of silicon in the alloy if it contains 1500 gm of gold.

19. Express in standard notation:

a. 41.3×10^{5}

b. 9.7×10^{-3}

POSTTEST 5

BASIC MATH (PERCENTS)

TERM-2

DIRECTIONS: Show all work for each of the following problems on the paper provided.

1. Express as an equivalent decimal: 2%

2. Express as an equivalent percent: .125

3. Express as an equivalent percent: $\frac{4}{25}$

4. Express as an equivalent fraction: 80%

5. Express this decimal as a percent correct to the nearest tenth: 1.5726

6. Express this fraction to the nearest whole percent: $\frac{4}{21}$

7. Express as a percent: 18 out of 20

8. What number is 6% of 540

9. What percent of 60 is 5

10. 40% of what number is 6.25

11. If 6 lids out of a case of 50 lids are defective, what percent of the lids are defective?

12. Juan is currently making $5.60 an hour. If he receives a 7% pay increase, what is his new hourly wage?

13. On a certain day 1.5% of the employees were absent because of illness. If the factory employs 1200 people, how many were absent?

14. If the sales tax rate is 7 3/4 percent, find the tax on an item that costs $240.

15. After a salt spray test, the corroded surface area of a lid measured 0.5 sq.units. If the surface area of the lid is 55 sq.units, what percent of the surface area is corroded? (Round your answer to the nearest tenth of a percent.)

16. Use the Semi-Alloys' Delivery Performance Chart shown below to answer the following questions:

a. In what month was the OVERALL performance percentage the BEST?

b. The cumulative percent is calculated by taking the average of the percents given for each month. Calculate the DIE ATTACH cumulative percent for the months of Jan. - July.

c. If in December, the COMBOS division has a total order of 500,000 lids and they are able to deliver 498,000, calculate their delivery percentage for December.

RESULTS

MATH

TERM-2

INSTRUCTOR: CAROLE BERGEN

MERCY COLLEGE/SEMI-ALLOYS					BASIC MATHEMATICS			TEST RESULTS		
TEST	WHOLE		FRACTION		DECIMAL		PERCENT		TOTAL	
TOTAL QUES.	17	17	16	16	24	24	18	18	75	75
Student Number	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1 Raw Percent	13 76.5%	17 100%	12 75%	13 81%	21 87.5%	23 95.8%	17 94.4%	18 100%	63 84%	71 94.7%
2 Raw Percent	15 88%	17 100%	2 12.5%	16 100%	17 70.8%	24 100%	11.5 63.9%	17 94.4	45.5 60.7	74 98.7
3 Raw Percent	13 76.5%	17 100%	6.5 40.6%	16 100%	11 45.8%	22 91.7%	7 38.9%	17 94.4	37.5 50%	72 96%
4 Raw Percent	12 70.6%	16.5 97%	5.5 34.4%	14 87.5%	9.5 39.6%					
5 Raw Percent	11 64.7%	17 100%	8 50%	16 100%	14 58.3%					
7 Raw Percent	5 29.4%	5.5 91.2	6 37.5%							
8 Raw Percent	5 29.4%	17 100%	2 12.5%		2 8.3%					
12 Raw Percent	8 47.1%	12 70.6	0 0%							
13 Raw Percent	5 29.4%	13 76%	0 0%							
14 Raw Percent	2 11.8%		0 0%							
16 Raw Percent	11 64.7%	17 100%	8 50%		10 41.7%					
17 Raw Percent	11 64.7%									

* Were absent for more than half of the classes this term

STUDENT REPORTS

MATH

TERM-2

ALTAGRACIA ANDERSON is a top student in this class. She has a perfect attendance record and is a hard working, motivated student who has made outstanding progress this term. She has completed all of the course work in Basic Mathematical Skills and Elementary Algebra and should be encouraged to return to college for a more advanced mathematics course.

She would like to continue studying Algebra in term 3 and I have given her a College Algebra text that she will use for the remainder of the term.

WILLIAM AMPIAH did very well in Term 1 but only attended a total of 3 classes this term. Because of his poor attendance record, he has made little progress this term.

MARIANO ARRIAGA did not attend this term.

ANTOINNETTE BULLOCK has continued to make excellent progress this term and is currently finishing coursework in Elementary Algebra. She will continue to study Algebra during Term 3 and will soon be into a College Algebra text. I strongly recommend that she return to college and take a higher level math course.

INEZ BENNETT stopped attending class in February so no progress has been measured.

JOSE CARNEIRO only attended 2 classes this term.

JOSEPH FORTE only attended 1 class this term.

LYDA MALDONADO did not attend this term.

BASIL MCINTYRE only attended 4 classes this term.

ALICE MCKENZIE has progressed well this semester and has finished unit 2 on fractions. However, she was absent for the last two classes and missed the fraction posttest. If she continues during Term 3, she will start with the unit on decimals.

STUDENT REPORTS (Cont'd)

MATH

TERM-2

BALDAT PERSAUD has made substantial progress this semester and has finished units in whole numbers, fractions, decimals, and percents. During term 3 he will be studying elements of Elementary Algebra.

JOSEPH PHYNN has completed unit 1 in whole numbers and received a perfect score on the whole number posttest.

RAYMOND RAMOS has missed several classes this term but has steadily progressed through the unit on fractions. He has almost finished this unit and should be ready for the posttest in one or two weeks.

MARIANA VASQUEZ has only attended 1 class this term.

Class List

Level Q

Term 2

Instructor: Anna Brown

Time: 10:30 - 12:00

Days: Tues. & Thurs.

Names

1. Brito, Rita
2. Campo, Liliana
3. Chavez, Ida Lucy
4. Duran, Noemy
5. Fianu, Nicholas
6. Gorecka, Halina
7. Janicki, Tadeusz
8. Jaroslawa, Mlynaryk
9. Lora, Carmen
10. Mancera, Enrique
11. Ortiz, Alba
12. Ortiz, Anita
13. Perez, Rafael
14. Rodriguez, Tony Francisco
15. Sedano, Pilar
16. Zelaya, Karla

PRE-TEST

LEVEL Q

TERM 2

NAME:______________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?

2. What's your job called?

3. What is the first thing you do when you begin working?

4. What do you do next in your job as______________? (see #2)

5. What else?

6. Tell me an important safety rule at Semi-Alloys.

7. What's your Social Security Number?

8. What's the phone number for Semi-Alloys?

PRE-TEST(Cont'd)

LEVEL Q

TERM 2

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

Revised Outline

Level Q

Term-2

The purpose of Level Q is for students to hone and expand their oral and written language skills with special emphasis on improving listening comprehension.

Objectives:

1) Competency in oral production of communication strategies such as checking and indicating understanding, understanding requests, reporting problems and information, clarity of time and place references.

2) Improved listening comprehension of natural speech used in the workplace.

3) Expansion of vocabulary common to everyday discourse with emphasis on idioms, phrasal verbs and prepositions.

4) Improved use of present perfect and present perfect progressive tenses.

5) Improved use of simple past tense.

6) Improved pronunciation with emphasis on final consonants and consonant clusters.

Methodology:	Individual and group oral practice. Dialogues, Role playing, Listening comprehension exercises. Pronunciation correction. Homework assignments. Writing practice.
Evaluation:	Weekly quizzes and Final test

LESSONS

LEVEL Q

TERM II

Job Area: Maintenance mechanics

Skills: Oral Communication and sequencing with regard to safety procedures.

Objectives:

1. Develop basic vocabulary relating to safety
2. Use simple present tense to tell an event regarding a hazard
3. read safety anecdotes

Materials:

1. Picture stories (Longman Publishing) - pp. 85-90
2. Picture of possible hazards in a factory
3. Tape recorder and cassette, blackboard, newsprint or charts

Suggested Activities:

1. Teacher reads words, p. 88 and students point to related pictures, e.g., poison, danger, fire extinguisher. Next, students can give the words.
2. Students relate the story of a fire that becomes big because of panic, using the picture sequence, with teacher help needed.
3. Students tell what the man needs to do in this situation. Then they (students) read the story, pp. 87-89. They may add comments, which the teacher can write on the board.
4. Students use pictures of other hazards in a factory, to relate similar stories. After planning in groups, they tape record the story.
5. This will be typed to use as reading and cloze exercises.

LESSONS (Cont'd)

LEVEL Q

TERM II

Job Area: Inspector, Mechanics

Skills:

1. Oral use of regular past.

2. Ask and answer questions.

Objectives:

1. Develop vocabulary of maching defects.

2. Understand question words.

3. Use question words to talk about machine problems.

4. Use past tense to talk about machine defects and mechanical corrections.

Materials:

1. Picture of machines used in company and samples of products being made.

2. Machine repair chart, fill in (form).

3. Handout of another repair chart, partly filled in.

4. Overhead projector (optional).

Suggested Activities:

1. Teach vocabulary - moved welds, cleaned machine, checked pedal, changed holder etc.

2. Teacher asks questions about line 1 on chart (handout), for example: What happened to the machine? What time did it stop? When did the mechanic start? How long did he work? What did he do?

3. Students ask questions and answer them, in pairs, for successive lines of the chart (handout).

4. Teacher gives handout of a partly filled in chart to one of each pairs of students. The other student asks questions to complete his/her own chart. Then they compare his/her answers with those on his/her partner's chart. Students reverse roles after a while.

LESSONS (Cont'd)

LEVEL Q

TERM II

Job Area: Gold Control Clerk

Skills:
1. Reading a procedure
2. Vocabulary
3. Reading comprehension
4. Writing skills

Objectives:
1. Comprehension of procedure
2. Understand directions for process/procedure
3. Understand vocabulary pertinent to the procedure
4. Formulation of question in verbal and written form to assist in completing the procedure satisfactorily.

Materials:
1. Uncontrolled copy of Semi-Alloys procedure for a work task
2. Tape recorder and cassette
3. Board or flip chart

Suggested Activities:
1. Teacher reads procedure and makes a tape simultaneously (for later use)
2. Teacher notes troublesome vocabulary on board or flip chart. Elicit additional vocabulary items from class.
3. Pair students to identify and write main steps in procedure. One student verbalizes steps, the other records on paper.
4. Student pairs join into groups of four (two pairs) and formulate questions to ask one another on how to complete a procedure.

5. Replay of taped procedure to assure that groups have asked and answered all necessary questions.

6. Student pairs may check recorder's notes for errors. Teacher assistance at the ready.

Job Area: Combo Room - Package Cleaners

Skills:

1. Building verb vocabulary of verbs used in the package cleaning process

2. Understand how imperative verb forms are used

3. Learn to recognize the imperative form when reading a procedure

Materials:

1. Verb list (on board): Remove, scrape, brush, place/put, burn off, allow, vacuum, blow, repeat, stack, restack, record, deliver, determine

Suggestive Activities:

1. Ask students to give examples of the imperative form. The question may be preceded with a reference to the previous class on imperatives. Go around the class using familiar commands. Do this to model structure for review and reinforcement. For example: Take off your hat. Turn on the machine etc.

2. Teach verbs modeling structure/s. Have students repeat the model, interchanging verbs where feasible. e.g. Turn on the air gun. Turn off the air gun. Place the air gun in holder. etc.

3. If understanding of both content and use are apparent, a listening exercise may be performed using the lesson's content. Example: "Larry, remove the papers from the machine. Stack them on the work table and (then) count them." To another student say: "Luz repeat what Larry did and (then) record the number of papers on the board. (Repeat the exercise changing verbs)

LESSONS (Cont'd)

LEVEL Q

TERM II

4. A suggested assignment for the class is to record on paper, five imperative statements that they hear during the next work day. They may get them from anyone at work (supervisors, other workers, managers etc.). Ask that the written forms be brought to the next class. This will provide a good warm up activity as well as a reinforcement of the imperative tense. It will also allow the teacher to troubleshoot any problems.

Job Area: Combo Room: Package cleaning, Blister packaging, GKL cleaning, U.V. light inspection.

Skills:
1. Safety requirements, building safety
2. Vocabulary
3. Imperative verb forms
4. Verb: "BE" with question words - Where and What
5. Learn use of imperative commands in written form

Objectives:
1. Become familiar with safety requirements and procedures
2. Develop vocabulary associated with procedures and equipment.
3. Learn use of imperative commands in written form

Materials:
1. Face mask, rubber gloves, safety glasses, fire extinguisher, warning signs, (visual), face shield

Suggested Activities:
1. Ask students to identify the safety equipment in their work areas. Include disposable products as well, for example, rubber gloves and face masks.

Post-Test

Level Q

Term II

Name______________________________

Date______________________________

Fill in the blanks with the appropriate form of the verb in parentheses.

Example: (work) I have worked here for five years.

1. I (never see) _________________ liquid gold before I started to work here.

2. I like Yolanda a lot. She (always-bend) _________________ over backwards to help me out.

3. Everyone in our department (pull) _________________ together since the new supervisor came.

4. Tad's boss (back) _________________ him up whenever he has had a new idea recently.

5. Semi-Alloys has an equal number of credits and debts. They (break) _________________ even for several quarters.

6. They keep on hiring new people. They (lay-neg.)_________________ off anyone for a long time.

7. This machine (run) _________________ out of paper. Do you know where there is more?

8. His sneakers (wear) _________________ out a long time before he bought new ones.

9. There are so many new orders that they can't keep up. They (fall) _________________ behind in production lately.

10. They promised to raise our salaries. We (look)_________________ forward to that for a long time.

Post-Test (Cont'd)

Level Q

Term II

Answer these questions with short answers and long answers.

Example: Have you talked to her?

Yes, I have. I have talked to her.

1. Do you understand how to do it?

______________________ ____

2. Did you figure out where to put it?

______________________ ____

3. Have they ever called off a class?

______________________ ____

4. Is she keeping track of all the data?

______________________ ____

5. Should we move up the date?

____

Make questions that are appropriate for these answers.
Example: How old are you? I'm 25 years old.

1. When ____
Semi-Alloys is open around the clock.

2. Why ____
I have to catch up on my work. I'm sorry.

3. How ____
I usually eat out about once a month.

4. Which ____
I've visited Boston, Philadelphia, and Albany.

5. Where ____
I've been looking everywhere for you!

Post-Test(Cont'd)

Level Q

Term II

Use the idioms we studied to complete the following sentences.

Example: We shop there every so often.

1. They're losing money. They're ______________________.

2. I don't have any money. I __________________________.

3. Carmine _______________________. She's been here a long time and understands the system.

4. My supervisor doesn't always ________________________. Sometimes she makes exceptions.

5. __________________________! I'm doing it as fast as I can.

6. It took me a long time to ________________________. I didn't understand at first.

7. These figures don't add up right. I can't __________________________ them.

8. When he was disrespectful in court, the judge _______________________ him.

9. The police ____________________ drunk drivers in Westchester these days.

10. I can't _______________________ chocolate. I eat some everyday.

11. There's a lot of ______________________ at the Motor Vehicle Department.

12. I'm not coming back. I'm leaving _________________________.

13. Let's go out and celebrate. Let's ___________________________.

Post-Test

Level Q

Term II

Oral Questions

1. Who calls the shots in your family?

2. Have you ever gotten out of line at work?

3. When did it dawn on you that she was pregnant?

4. How long did it take you to learn all the ins and outs of your job?

5. Did he have to pull strings to get that job?

6. Do you have trouble making ends meet?

7. When did you catch on to the fact that she is in love with him?

TEACHER'S COPY

Student Reports

Level Q

Term II

0 - 4   Rating on Improvement Scale

2	Brito, Rita- Making good progress. Better at oral work than written. Absent from the final test.
2	Campo, Liliana- Making good progress. Needs more practice in all skills.
0	Campo, Jaime- Didn't attend this session.
2	Chavez, Ida Lucy- Making good progress. Needs more practice especially in oral/aural skills.
0	Duran, Noemy- Didn't attend this session. New baby.
4	Fianu, Nicholas- Making very good progress. Very conscientious student. GED candidate. Needs to slow down his speech. Excellent vocabulary and comprehension.
4	Gorecka, Halina- Making very good progress. Applies herself most of all of them. Has improved, especially grammatically and orally.
2	Janicki, Tadeusz- Very sporadic attendance but making progress, especially grammatically. Learns very fast. Speaks too fast.
2	Jaroslawa, Mlynaryk- Poor attendance but made good progress orally. Poor writing skills.
3	Lora, Carmen- Making good progress. Very shy but good student.
3	Mancera, Enrique- Making good progress consistently. Good skills in all areas.
1	Ortiz, Anita- Poor attendance. Making little progress. Poor aural comprehension. Might do better in Level C.
1	Ortiz, Alba- Very sporadic attendance. Making progress.
0	Perez, Rafael- Stopped attending.
0	Reyes, Manuel- Didn't attend this session.
4	Rodriguez, Tony- Making very good progress. Good skills in all areas.
4	Zelaya, Karla- Excellent student but terribly shy. Writes very well. Reluctant to speak.
2	Sedano, Pilar- Making good progress. Needs more practice in all skills. Better at speaking than writing.

CLASS LIST

LEVEL A

TERM 3

Instructor: Joan Wagman

1. Arriaga, Margarita
2. Bardales, Angela
3. Betancur, Libardo
4. Herrera, Alcides
5. Herrera, Ramon
6. Jimenez, Victoria
7. Lavigat, Petronila
8. Martinez, Maria
9. Nguyen, Mai Hoang
10. Nguyen, Yen Hoang
11. Ouk, Sarim
12. Pequero, Alonso
13. Thach, Hoa
14. Thach, Lan
15. Yen, RY

PRETEST

LEVEL A

TERM-3

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?
2. What's your job called?
3. What is the first thing you do when you begin working?
4. What do you do next in your job as_______________? (see #2)
5. What else?
6. Tell me an important safety rule at Semi-Alloys.
7. What's your Social Security Number?
8. What's the phone number for Semi-Alloys? (914) 664-2800

ORAL COMMUNICATION ASSESSMENT

NAME:_______________________ DATE:______________ LEVEL:______
TESTOR:_____________________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

CURRICULUM

LEVEL A

TERM 3

The purpose of level A is for students to learn fundamental listening, speaking and reading skills in English with special concentration on vocabulary used in the workplace.

Objectives:

1. Competency in oral production of communication strategies for greetings, question formation, ability/inability, agreement, reporting information, certainty/uncertainty, checking and indicating understanding, clarification, and focusing attention.

2. Integration of grammatical structures with above strategies:
   - A. simple present tense;
   - B. present progressive tense in affirmative, negative and question forms;
   - C. subject pronouns and possessive adjectives;
   - D. basic prepositions;
   - E. information questions with what, where, when, and how;
   - F. common adjectives and adverbs;
   - G. count/noncount nouns;
   - H. can/can't.

3. Usage of vocabulary pertinent to the workplace in conjunction with the above strategies and structures.

4. Mastery of common general terms:
   - A. alphabet;
   - B. calendar (days of the week, months);
   - C. clock time;
   - D. safety signs.

Methodology: Individual and group oral practice. Role playing. Small group work. Pronunciation practice and correction. Dialogues. Dictionary usage. Video. Tapes. Listening practice.

Evaluation: Pre-test, post-tests and oral quizzes.

LESSON PLANS

LEVEL A

TERM 3

Week 1 What is your address?
My address is ______________________________

What is your phone number?
My phone number is ___________________________

Where are you from?
I'm from ___________________________________

Where is he/she from?
He/she is from ______________________________

Week 2 Review:
Days of the week
My address is ______________________________
My phone number is ___________________________

Introduction:
What's today? Today is (Monday/Wednesday).
What's today's date? Today is March 28, 1994.
What's tomorrow? Tomorrow is (Tuesday/Thursday).
What was yesterday? Yesterday was (Sunday/Tuesday).

Week 3 Review last week's structures.

Introduction:
Rooms in a house: bedroom, bathroom, basement, Yard, garage. See p. 6-8 Side by Side.

Structures: The verb "to be" and location.

Subject pronouns, examples:
Where are you? I'm in the ____________________.
Where are you and Mary? We're in the ____________.
Where are Bill and Sally? They're in the _________.
Where's John? He's in the ____________________.
Where's Gladys? She's in the __________________.
Where's the dog? It's in the __________________.

Week 4 Review last week's structures. See p.9 Side by Side.
Present continuous Tense, pp. 12 & 13.
What are you doing? I'm ______________________.
What are you and Mary doing? We're ____________.
What are Fred and Mary doing? They're __________.
What's there dog doing? It is _________________.

LESSON PLANS (Cont'd)

LEVEL A

TERM 3

Week 5	Review last week's structures. Introduction: Where are they and what are they doing? pp. 14 & 15 Side by Side.
Week 6	Review lats week's structures. Introduction: Vocabulary: fixing, cleaning, doing homework, busy. Possessive adjectives: my, your, his, her, its, our, their. Short answers: Yes, I am; Yes, she is/he is; Yes, they/we are. pp.18 & 19 Side by Side.
Week 7	Review last week's structures. Continue practice with "present continuous." Examples: Are you busy? Yes, I am. I'm/was ____________. Where's ________________? He/she is in the _____________. Where are ______________? We/they are in the ___________. What are you/they doing? I am ___________________________. We/they are ______________________. What's he/she doing? He/she is _________________________. pp. 20 & 21 Side by Side.
Week 8	Review previous week's structures. "To be," short answers, and adjectives. Introduction: Yes/no questions. Is Bob tall or short? He's tall. New vocabulary: tall, short; fat, thin; old, young; rich, poor; handsome/pretty, ugly; large/big, small/little; noisy/loud, quite; expensive, cheap; married,single. pp. 24 & 25 Side by Side.
Week 9	Review previous week's structures. Introduction: Negative short answers. No, I'm not. No, we/you/they aren't. No, he/she it isn't. pp. 26 & 27 Side by Side.

LESSON PLANS (Cont'd)

LEVEL A

TERM 3

Week 10 Review previous week's structures.

Introduction:
Tell me about ______________________________.
Is he/she/it ______________________________.
No, he/she/it isn't.
Are they ______________________________.
No, we/they aren't.
pp.26 & 27, Side by Side.

Texts:

Molinsky and Bliss, Side by Side.
Sally Gati, Literature in Lifeskills.

POST TEST

COURSE A

TERM 3

NAME OF STUDENT________________________ DATE____________

1. What's today ?

2. What is tomorrow ?

3. What's todays date ?

4. How old are you ?

5. What time is it ?

6. Count by 10's from 0 to 100.

7. What's this ? (shirt, jacket, sweater or skirt)

8. Whose _________ is it ? (shirt, jacket, sweater or skirt)

9. Write your name on this paper.
   Q. What are you doing now ?

10. Touch your __________. (nose, mouth, eyes, arm, leg or foot)
    Q. What are you doing ?

11. Pick up the __________. (pen, pencil, book, notebook or crayon)
    Q. What are you holding ?

12. Close the __________. (window, door or bag)

13. Where's the _________ ? (pencil, cup, etc.)
    It's _____ (in or on) the ________ (table or chair)

14. Where's the _________ (table, floor, book or chair)
    It's under the _________. (book, table or chair)

15-24. VOCABULARY QUESTIONS IDENTIFYING PICTURES OF:
-parts of the body
-clothing

Student Reports

Level A

Term 3

Student

1. Excellent progress made in all areas. Excellent attitude; continue at this level. Needs work on reading and pronunciation. Possibly illiterate in first language. Student evaluation # 6

2. Fair progress; serious, hard-working student; good attitude. Illiterate in first language but very eager to learn. Student evaluation # 2

3. Excellent progress. Ready for next level. Student evaluation # 7

4. Poor progress. Attitude excellent. Educational background weak. Attendance poor - medical problem ? Absent for post-test. Student evaluation # 1

5. Fair progress; has good attitude; attendance has improved; educational background weak. Student evaluation # 2

6. Fair progress; excellent attitude and attendance; educational background weak. Student evaluation # 2

7. Poor progress; possibly illiterate in first language; has difficulty understanding oral instructions. Student evaluation # 1

8. Excellent progress and attitude; serious student; ready for next level. Student evaluation # 7

9. Fair progress despite many absences due to long recuperation and hospitalization. Educational background weak. Student evaluation # 2

10. Poor progress; possibly illiterate in first language; has difficulty in understanding oral instructions. Student evaluation # 1

Student Reports

Level A

Term 3

11. Poor progress; encumbered by lack of literacy in first language and by age. Attitude is excellent. Student evaluation # 1

12. Fair progress. Might improve if student could practice with a tutor or enroll in some program to supplement the 2 classes a week she attends now. Her educational background is, I believe, quite weak. Student evaluation # 2

13. Excellent progress. Promoted to level B on april 20th.

14. Never attended. Student dropped from class.

15. Never attended. Student dropped from class.

CLASS LIST

LEVEL B

TERM 3

Instructor: Joyce Fish

1. Aleman, Wilson
2. Bui, Dung
3. Cu, Hong
4. Do, (Thanh) Xuan
5. Figueroa, Maria
6. Idrovo, Nuvia
7. Mendez, Miguelina
8. Mesa, Margarita
9. Narvaez, Jose
10. Nguyen, Mong Cuc
11. Nguyen, Yen
12. Rodriguez, Grecia
13. Solarzano, Maria

CURRICULUM

LEVEL B

TERM 3

Purpose: The purpose of Level B , Term 3, is to increase students' confidence in their ability to learn, and to improve listening, pronunciation, speaking, and reading skills, with special concentration on vocabulary used in the workplace. This level will also practice writing skills.

Objectives:

1. Competency in oral production of such workplace situations as: giving commands, making requests, giving or responding to directions, giving information, seeking permission, expressing intentions, stating opinions, giving polite replies
2. Competency in listening to short conversations or instructions and demonstrating comprehension of them.
3. Ability to read and demonstrate comprehension of selected passages from workplace procedures and workplace-related narratives.
4. Ability to read aloud, using correct pronunciation and intonation.
5. Ability to plan, write, discuss, and evaluate workplace conversations.
6. Ability to use a variety of study techniques.
7. The above objectives will be met using contexts which include the following grammatical structures.

This level will concentrate on the following grammatical structures. Each structure will be introduced in the context of a conversation or reading. It will be practiced in a communicative context primarily, not as isolated sentences. In so far as possible, these will be workplace specific situations.

Past tense
  Regular verbs, formation and pronunciation: She waited for the machine to warm up.
  Irregular: The machine broke the lids.

CURRICULUM (Con't)

LEVEL B

TERM 3

Using the basic verb form for:
   Past questions with these question words:
                      Why did the lids break?
                      When did they break?
                      Where did you leave them?
                      What did the boss say?
        (vs. past)   Who broke them?

Negatives: She didn't find the bags.
           She doesn't bring the material here.
Future tenses
    Will: He will bring the blister packs.
          She won't accept that work.

Going to:They're going to read those gauges.

Commands: Shake the metal off your uniform.
Present questions: Does the super teach new workers ?

Contractions, positive and negative: He's reading the list.
                                     I couldn't find it.

2 Present tenses: He is working late today.
                  He often works late.

****

STUDY SKILLS TO LEARN AND PRACTICE

Personal checklist of daily readiness for class and participation

How to study spelling

How to study from pronunciation cassettes and scripts, for oral practice and for writing

SUGGESTIONS FOR STUDYING FROM CASSETTE TAPES

1. Listen to 8-10 sentences. Don't read, just listen.
2. Rewind the cassette.
3. Listen again, as you read silently.
4. Rewind.
5. Listen and repeat each sentence.

   If you need to repeat a sentence a second time, rewind just a little, to hear it again.

   Maybe you will want to turn off the player until you repeat the sentence.

   Try saying the sentence while reading your paper. Then listen again and say it without the paper.

6. After you finish 8-10 sentences, rewind the cassette.
7. Don't play the cassette yet. Look at your paper and say a sentence. Then listen to see if you were right.
8. Continue for 8-10 sentences. Then stop for awhile, before you do a new part.
9. Some people like to use the cassette to take dictation.

HAPPY PRACTICING. I HOPE YOU LIKE THE CASSETTE TAPE.

MRS. FISH

LEVEL B March 22,1994

My name is ____

I am from ____

I came to the U.S. in 19____

I started working at Semi-Alloys in 19____

I work in _________________________department.

My job is ____

I start at ______ o'clock. I stop at _____ o'clock.

I work _____ days each week.

My lunch time is from ______ to_____

TAlK and WRITE ABOUT YOU

Do you have other family in the U.S.? Who?

Do they live with you? If not, where do they live?

Do you have family that lives in your country now? Who?
When did you see them last?

Tell about some things that happened to you this fall or winter
at work:

at home:

in class:

What do you want to learn about next in class?

Are there some things that you don't want to study or do in class?

Name____

LEVEL B March 22, 1994

DICTATION

OUR TEACHER'S WINTER

Mrs. Fish said that she and her husband went to Costa Rica. It is a little country in Central America.

1. They lived in a small town for two (2) months.
2. The town was in the hills near the mountains.
3. They rode the bus for one half (1/2) hour to the capital city.
4. Every morning and evening it was warm, not hot.
5. They could swim from 11 a.m. to 4 p.m.

Name____

LEVEL B　　　　　　　　　　　　　　　　　　　　　　March 22, 1994

DICTATION

OUR TEACHER'S WINTER

Mrs. Fish said that she and her husband went to Costa Rica. It is a little country in Central America.

1.____

____

2.____

____

3.____

____

4.____

____

5.____

____

March 24, 1994

SPELLING AND VOCABULARY

Make new sentences from these words. Learn to spell them.

1. every

2. warm

3. small

4. evening

5. town

6. from___ to___

7 a. ride

b. rode

8. hill

9. mountain

10. one half (1/2)

11. swim

12 a. can

b. could

13. near

SOME WAYS TO STUDY SPELLING

1. In your notebook, make a column on the left side of your paper, big enough for a spelling word.

2. Write a spelling word on the left, copying it carefully. Beside it, write a sentence with a blank for the word.

3. Below the word on the left, write it again in groups of 2-4 letters. Underline the parts that are hard, or write them in red.

4. Copy the word on another paper, in groups of 2-4 letters. Hold the paper up, to your left. Study each group of letters. Look at them carefully as you say them. Close your eyes and see if you can "see" the letters in your mind.

5. Copy the whole word on the paper. Hold the paper up to your left and look at it. Close your eyes and "see" the word in your mind.

6. Now try to write it correctly on another paper.

7. Be sure to check your answer.

8. After you have studied 3 or 4 words that are hard for you, look at the sentences with blanks in them. Cover the answers on the left side. See if you can write the words.

9. Repeat the study of any words you had wrong. When you get them all right, stop.

10. After an hour or so, repeat step # 8.

    If spelling is hard for you to remember, it is important to find a time to check yourself again, after you do it correctly once.

11. Experiment:
    How soon do you need to repeat your test, to get them all right again?
    How many words are the best number for you to study at one time?

12. Other ideas the class suggests:

SAMPLE PAGE, SOME WAYS TO STUDY SPELLING

machine ma chine	My m___________ is broken. Can you fix it?
operator op er a tor	She is an o______________ in the combo room.
inspect in spect	I will in_____________ these combos to see if they are good.
found fou nd	I f_________ $5 on the floor. Is it yours?

Name____

Last week, some Semi-Alloys supervisors went to another planet to find new places to sell our combos. They also wanted to see what new things we could make for that planet.

Look at the picture and write a story about their visit and about what they decided.

March 24, 1994

Make sentences.

Subject		Verb	Neg.		Where?	When?
Dung	He	is	not	nice	in class	now
The weather	She	are		new	in Costa Rica	this winter
Wilson	It	was		bad	here	last week
Nuvia	They	were			on the wall	
The maps						

March 29, 1994

Name ______________________________________

DISH SOAP FOR DINNER

1. Where did Joe find the bottle?

2. Who sent the bottle to him?

3. Why did he put soap on his salad?

4. What happened to Joe after that?

5. What lesson does this story teach people?

March 31, 1994

Dictation using spelling words

1. Juan works at Semi-Alloys every day from 7 o'clock to 4.30.
2. When he started here, he could speak a little English, and now he can talk much more.
3. Juan eats a small lunch so he can use one half of his lunch time to study.
4. Before, Juan lived in a warm country, near the mountains and the ocean.
5. He wishes that Semi-Alloys had a pool to swim in.
6. In the evening, he rides home with a friend.
7. Last night, they rode on the bus because the car broke down on a hill in town.

Name___________________________

Level B
Personal Checklist

I came on time

I brought my:
  3 ring notebook

  handouts

  paper

  pencil

I did my homework

I studied at home

In class I:
  listened to others

  talked as much as posssible

April 7, 1994

CAROL WANTED A PROMOTION

Say the -ed words carefully.

Carol worked in the Combo Room. She wanted a promotion. She needed more money. She had worked hard and learned her job well. She talked with her supervisor about it. The super pointed to a notice on the bulletin board. Carol walked closer. She looked at a job opening posted there. She liked it but didn't understand one line. She pulled the notice off the board and handed it to a friend. The friend explained it. Carol waited until the super stopped working at break time. Then Carol asked her more about the job. They used all the break to talk.

Make the story longer.

1. What did she do next?
2. What kind of job was it? Where?
3. What did she do to try to get the job?
4. When did she get it?

April 7, 1994

Name______________________________________

DISH SOAP FOR DINNER

Choose the correct answers.

1. Where did Joe find the bottle?_______

   A. Joe came home
   B. After work.
   C. Soap for dishes.
   D. In the mailbox.

2. Who sent the bottle to him? _____

   A. A free sample
   B. A soap company
   C. A little juice
   D. A new soap

3, Why did he put soap on his salad?______

   A. Joe did and many other people did also.
   B. Because he thought it was lemon juice.
   C. It was in his house.
   D. He used it at dinner time.

4. What happened to Joe after that?______

   A. He felt sick.
   B. Some went to the hospital.
   C. He opened his mail.
   D. Luckily no one died.

5. What lesson does this story teach people?______

   A. There was a picture on the label.
   B. Because the dish soap was free.
   C. Read labels carefully.
   D. They went to the hospital.

April 7, 1994

QUESTION WORDS ABOUT THE SAFETY POSTER

Write the letter of the correct answer on the line. One question has 2 answers.

1. Where__________
2. When___________
3. Who___________
4. Why___________
5. What__________

A. a man and dog
B. because
C. at home
D. safety glasses
E. in the morning
F. a lunch box

Now write the whole question for each answer.
Finish the answer for B.

NEGATIVE CONTRACTIONS April 13, 1994

WHAT A DEPARTMENT !

The Big Boss is talking to a supervisor.

B: Tell me about Adam. Is he doing his job well?

S: No, he's not.

B: And Bob?

S: He isn't, either.

B: What about Cathy?

S: She's not here today.

B: Dorothy?

S: She isn't in this department.

B: Emil and Fred?

S: They're doing o.k., but they aren't working any overtime.

B: Why not?

S: They're not interested.

B: I'm not getting a very good report here!

S: No, you're not. But you aren't asking about our best workers.

B: Who are they?

S: Gus was the very best--but he wasn't happy with his wages, so he left.

B: You're not giving me any good news yet! You aren't going to stop there, are you?

S: Wait till you hear about Helen and Irma.

B: They weren't here when I came last time. Are they new?

S: No, they're not new. They worked here a long time ago and then came back. But they aren't here now, because they were promoted yesterday.

April 13, 1994

Class Ideas about How to Get a Promotion

Work quickly but carefully.

If you make a mistake, apologize.
   Then try to be more careful.
   Learn to do it better. Maybe ask for help to learn.

Be interested in the work.

Work a lot of overtime.

****

Homework

Do one of these:

1. Add more ideas to the list.

2. Make a conversation between a boss and a good worker about his/her work.

3 Make a conversation between a boss and a bad worker.

April 21, 1994

CONVERSATIONS

Supervisor and Big Boss are talking.

S: Good morning, Boss.

B: Morning. What can I do for you?

S: I want to make a report.

B: What is your report?

S: It's about a promotion.

B: Who has a promotion?

S: Miss Carol. She works very well.

B: O.K. Thank you.

Mong Cuc Nguyen

Margarita and her boss are talking.

B: Margarita, how are you?

M: Fine, thank you. How are you?

B: This is very good work. You're a very good worker. Your production is good and you make a lot of bonuses.

M: Yes, I do. But in the last 2 weeks I didn't because I was sick. Oh, I'm glad to see you because I would like to talk to you about my vacation. I would like 3 weeks off.

B: O.K. I'll give you the vacation, because you are a good worker.

Margarita Mesa

Anna and her boss are talking.

B: Oh, Anna?

A: Yes, sir?

B: I want you to photocopy this report.

A: Oh, yes. I'll do it later.

B: No Anna...do it now. It's necessary for me.

A: All right. I'll try to do it.

B: Good. Can you bring it in 10 minutes?

A: That's O.K.

Xuan (Thanh Xuan Do)

Boss and worker are talking.

B: Is everything ready?

W: Oh, I'm sorry, sir. I forgot. I'll start working now.

B: Why isn't it done?

W: Because it was raining this morning, so I got to work late.

B: You've told me that many times. I hope this is the last time.

W: Yes, sir.

Xuan

GETTING A PROMOTION April 25, 1994

When some department needs somebody, they put it on the bulletin board. The people can see what is required for the new position. People ask the boss about the application or any information about the job. Then they make the application ready to give to the boss. The boss gives it to the Personnel lady. She calls for new information.

Miguelina Mendez

To get a promotion, I must work hard and don't make any mistakes. I must always try my best to work well, so my boss will be very happy.

Hong Cu

****

After you read all of this paper again, discuss:

What other steps can somebody take to get a promotion?

Will it happen automatically, if you work well?

Will it usually happen after the application goes to Personnel?

SHOW A NEW WORKER WHAT TO DO April 26, 1994

Verb Tense Practice

Here are commands or requests.
They use the basic form of the verb.

Pretend you are doing each of these things.
Classmates will watch and tell what you are doing now. They will use the present continuous (also called the present progressive) verb form.

I. a. Get a work order.
   b. Give it to the worker.
   c. Make a lid.
   d. Watch the new worker try it.
   e. Go away.

II. (2 people together.)
   a. Come in.
   b. Do your work slowly.
   c. Buy lunch.
   d. Eat fast.

III. (Do each of these, and tell what you are doing.)
   a. Read the work order.
   b. Speak to the new worker.
   c. Write on the order.
   d. Put the order with the bag of lids.
   e. Take the bag of completed lids.

IV. (2 people do # III together, and tell what you are doing.)

V. The verbs in the story below are used more often in the simple present tense, not the continuous tense.

(The simple present is like the basic form, except with he, she, it.)

Sometimes I have a lot to do, and I know my job is important. But if I feel sick, I forget many things. Sometimes I can't hear well--I hear very poorly. When I meet the boss, she can see that I'm worried. I think, "Oh, boss, please explain again louder, so I can understand."

V1. Change all of the stories above to the past tense.

VII. Change story # V to : Sometimes he....

MORE CONTRACTIONS April 26, 1994

Try these. Do all the steps in your head. Write only step 5.

1. (do not) I ________________ want this.

2. (does not) She ______________ want it.

In these contractions, take out more than one letter.
Take out all the circled letters.

3. (I will) ___________ count the pieces.

4. (can not) I ________ go home yet.

5. (I would) __________ like a longer break time.

Here's a contraction that is an exception. Just learn to spell and say it. It does not follow the steps you learned.

will not = won't Oh, oh! The super ____________ like that!

Ada's Bad Day Last Week

More Pasts

Ada __________ up late to watch TV. The next day she ________ very tired. A machine _________ some lids, so Ada _________ some more. Then she _________ some bad ones on the floor. When she ________ them up, she hit her head on the machine and ________ down. Next, she _________ her papers.

As she ________ the .room, she almost _________ into another machine.

Name__________________________ April 28, 1994

In class, I'm learning:

	a lot	some	a little	not much	nothing
Pronunciation					
Listening					
Writing					
Reading					
Talking					
New words					
Use of past tense					
Use of basic tense					
Use of 2 present tenses					
Contractions					
Use of question words					

(Circle your answers):

1. This class
    is usually interesting
    is o.k.
    is boring

2. Homework and papers I get for my notebook usually
    help me learn.
    are hard for me to understand.
    I don't like them because__________
    ____.

I study about _______ minutes on the homework I get on Tuesdays.
I study about _______ minutes on the homework I get on Thursdays.

Student Evaluation, p.2 April 28, 1994

Name_______________________________________

Here are some things we will probably do this term. Put a check mark beside those you would like.

Dictation
Readings
Discussions about work
Discussions about subjects you choose
Practice using past tense, 2 present tenses, future
Practice making questions with past, 2 present, future tenses
More negatives and contractions

(If we have time, we may also study):
Object pronouns
Comparisons

In class, I like:

I don't like:

I'm glad that I have learned:

I think my teacher could make class better by doing these things:

Other comments:

Level B Class 13 Thurs. 5/5/94

Business: Change for book order;
Who has cassette players?
Introductions

Tests: Spread out. Leave space at back for those returning from conferences.
When you finish, have teacher take your paper and give you some others to study.

(T: Assist those who need help with reading--Nuvia, Grecia, Wilson. Circulate to see if others need help)

Pronunciation: Students sit in a large elipse, facing each other in the first 2 rows. Tchr sits or stands in middle aisle.

"Jack Grubb..." Practical English 1, p. 125

Model a sentence. Class repeats. Model again. 1-2 students repeat. (They prefer to take turns.)
Listen to be sure they are putting the -s on verbs: (present tense)

Talk about the pictures

" Fold back the words, so only the pictures show. Tell what Jack is doing right now in each picture." (present continuous)

" Now change and tell about Jack last week, for each picture."

Make questions. "Make a question about last week , from each picture."

Where
When
What
Why
Did

After students correct one another if necessary, write the correct version on the board, for students to copy.

Teacher say: " Remember that most questions about the past have the word "did" in them. Remember that we use the basic form of the verb after "did." (Illustrate from the questions they wrote.)

"Keep these questions. Next time we will change them to ask about usually and now."

PRONUNCIATION IN ORAL READING

"Lucy, a Semi-Alloys Employee". Call on students to read 1-2 sentences aloud.

If time, do the questions together, and have students answer, "Yes, she did; No, she didn't,etc.

CONVERSATION

What did you do last weekend?
Tell about a weekend that was special.
What do you usually do on weekends?

CHALLENGE PAPER

"Rap It Up"

Make sentences about what Grandmother is doing now, on her cruise on a big ship in Egypt. Then make sentences about what she usually does at home.

Name________________________________

MY FRIEND WHO DOESN'T WORK HERE 5/5/94

Write a story. Use 5 or more different verbs to tell about the things your friend does.

I have a funny friend. Her name is__________________. She works at another factory. She often makes mistakes there.

Sometimes, she____.

Then she usually____.

Often she____.

She almost never____.

And she never ____.

Name________________________________ May 5, 1994

CONTRACTIONS TEST

Write the contraction in each sentence.

1. (I will) _____________ count the pieces.

2. (does not) She _________________ want it.

3. (can not) I __________ go home yet.

4. (will not) Oh, oh! The super _______________ like that!

5. (do not) I ___________________ want this.

6. (I would) ____________ like a longer break time.

7. (did not) We ___________ move the box.

8. (you are) Tell me when _______________ ready.

9. (are not) They _______________ here today.

10. (were not) We __________________ there when the accident happened.

Name______________________________ May 5, 1994

CONTRACTIONS

Write the contraction in each sentence.
Example: (He is) I think __________ in the office.

1. (I will) ____________ count the pieces.

2. (does not) She _______________ want it.

3. (can not) I _________ go home yet.

4. (will not) Oh, oh! The super _____________ like that!

5. (do not) I _________________ want this.

6. (I would) ___________ like a longer break time.

7. (did not) We __________ move the box.

8. (you are) Tell me when _____________ ready.

9. (are not) They _____________ here today.

10. (were not) We ________________ there when the accident happened.

PASTS

Write the past tense for these verbs:

Example: talk _________

1. make
2. eat
3. give
4. hear
5. say
6. see
7. tell
8. write
9. come
10. buy

Group 2 verbs

11. sell
12. steal
13. break
14. drink
15. leave
16. run
17. spend
18. teach
19. keep
20. find

Choose any 5 of the pasts that you wrote, and write sentences beside them.

Example: talk ____

Name___________________________________ May 12, 1994

The Simple Present Tense

Here is Dung Bui's story about her friend, Han Trieu, who works in another factory.

I copied her story, but I left out the -s that belongs in almost every sentence.

Put in the missing -s. BE CAREFUL. ONE SENTENCE DOESN'T NEED ANY -S. ANOTHER SENTENCE NEEDS 2.

1. My funny friend, Han Trieu, often make mistakes.
2. She forget her ID card sometimes.
3. She doesn't come to work on time.
4. She usually talk to someone when she work.
5. She almost never clean the place.
6. She never want to help other workers.

Name________________________________ May 12, 1994

Jack Grubb
Look at the pictures to help you.

Pasts and past questions quiz

1. Where did Jack Grubb ________ last week?
He ________ to the park.

2. Where did he s________?
He s_______ on a bench.

3. Whom did he m________ in the park?
He m_________ some interesting people.

4. What did he t_________ about?
He t__________ about sports and politics.

5. What did he g_________ the birds?
He g_________ them bread crumbs.

May 18, 1994

MY FUNNY FRIEND GERT

(Using contractions)

Gert couldn't come to work.

She wasn't sick.

She didn't come because she doesn't know how to drive.

She doesn't want to learn.

Gert isn't smart!

Maria Figueroa

May 18, 1994

My Friend at Semi-Alloys, Who Didn't Get a Promotion

My friend Ana works so quickly that her boss is very happy, because he needs the job done. Ana does efficient work. She needs more money for her family, so she works a lot.

But the boss said, "I can't give you more money."

Ana asked, "Why not?"

Her boss explained, "Because if I give you more money, the other people will want me to talk to my supervisor for them."

Ana said, "O.k., boss."

Miguelina Mendez

Discuss: Is there anything more that Ana can do to get a raise or a promotion?

A WORK CONVERSATION May 19, 1994

Han and her boss are talking.

B: Oh, Han.

H: Yes, sir?

B: Where were you yesterday?

H: Oh, I was at home, and I was sick.

B: How do you feel today?

H: I'm fine, thank you.

B: Why didn't you tell me you were sick?

H: I told my supervisor.

B: Do you have a note from a doctor?

H: Sorry, sir, I don't.

B: You must have one.

H: Why, sir?

B: You are absent too many times, and you don't have any note from a doctor.

H: O.k., sir. I will bring a note tomorrow.

B: Fine, I expect it from you.

Dung Bui

Discuss: Does your super or boss usually want a doctor's note when you are out? Sometimes? Rarely?

Do you call your boss "sir"?

Name______________________________

PRACTICE TEST TERM 3 LEVEL B May, 1994

PASTS

Write the past form of the verb in each sentence.

Rita 1. _________ (find) some work orders behind her machine.

She 2. _________ (ask), "Who 3. _________ (bring) these here?"

"Oh," 4. _________ (say) Sally. "Those are mine. I 5. _________ (think) I 6. _________ (lose) them. I just 7. _________ (spend) 15 minutes looking for them.

PAST QUESTIONS AND ANSWERS

For each pair of sentences, use the correct forms of the verb on the left.

1. lose Did Rita _________ the work orders?

No, she ______________________ them, Sally ____________ them.

2. find Did the super ___________ the orders?

No, Rita ___________ them.

PRACTICE TEST, p.2 TERM 3, LEVEL B May 1994

QUESTION WORDS

After each question word, write the part of the sentence that answers it correctly.

a. Mae took b. some homework into c. the office d. at 1.30 p.m.

e. to make a copy.

1. When?____________________

2. Where?____________________

3. Who?____________________

4. Why?____________________

5. What?____________________

PRACTICE TEST, P3.   TERM 3, LEVEL B   May 1994

CONTRACTIONS

Up over the underlined words, write the contraction.

1.______ 2.________
We are almost finished with this term. A term does not last very

3,_______
long. We did not talk about all the things we wanted to in class.

4.__________ 5._______
Many of us could not study much at home because we do not have time

6._______
or energy. We would like to have more classes each week, but Semi-

7._______ 8._______
Alloys can not give us more time. It is not good for production.

9._______ 10._______
But the term was not a waste. We will remember what we learned,

11._______
and remember our classmates. They are a great bunch!

TWO PRESENT TENSES

1. Now, we _______________ for our tests.
(practice)

Mrs. Fish ______________ us to review the work now.
(help)

2. Usually in class, we ____________ new things.
(practice)

In every class, I ___________ in my notebook.
(write)

In each class, Mrs. Fish __________ us to pronounce English.
(help)

Name______________________________

POST TEST, TERM 3 LEVEL B May, 1994

PASTS

Write the past form of the verb in each sentence.

Bob 1. _____________ (give) Helga some material.

She 2. ___________ (say), "I can make combos very fast and well. Watch!"

Bob 3. ____________ (take) paper and 4. _____________ (write) down the starting time.

"You are really efficient!" he exclaimed, and he 5. __________ (buy) some coffee for her. " I think you will get that promotion you want!"

PAST QUESTIONS AND ANSWERS

For each group of sentences, use the correct forms of the verb on the left.

1. say Did Bob __________, "I can make combos fast" ?

No. Helga __________ that.

2. give Did Bob ____________ the material to you?

No, he _____________________ it to me. He __________ it to Helga.

QUESTION WORDS

After each question word, write the part of the sentence that answers it correctly.

a. b. c. d.
Some gold was on the floor this morning. John picked it up

e.
for remelting.

1. When? ______________________________
2. Where? ______________________________
3. What? ______________________________
4. Who? ______________________________
5. Why? ______________________________

CONTRACTIONS

Up over the underlined words, write the contraction.

1.______ 2.________
Paula is not here. She could not start her car.

3._______ 4._______
She was not here yesterday, either, so she did not see the

5.______ 6.__________
notices. I do not know where she live. She does not have a phone

7._______ 8.________
so I can not call her. She would like to know about the new job

9.________ 10._______
openings. They are good jobs. I will show her when she comes

back.

TWO PRESENT TENSES

1. Now, we ______________________ a test.
(take)

Mrs. Fish ____________________ with a student now, in another room .
(talk)

2. Almost every week, we ________________ a test in class.
(take)

I always ___________ the questions carefully.
(read)

Mrs. Fish often _____________ with us in class about our jobs.
(talk)

PLACEMENT AND POST-TEST RESULTS

LEVEL B

TERM 3

STRUCTURES:

Student	Date	Structures Placement Test	Term 3 Structures Post Test	Term 3 Free-Writing (0-4 Scale)
1	8/93	45%	84%	3+
2	8/93	42	92	3-
3	8/93	45	8	3
4	8/93	51	72	3
5	3/94	60	75	3-
6	8/93	27	76	1-
7	3/94	78	96	0 (No response)
8	3/94	96	98	4
9	12/93	27	46	1+
10	12/93	15	96	3-
11	12/93	57	100	2+
12	9/93	27	36	1+

ORAL TESTS

PRE AND POST-TEST SCORES

LEVEL B

TERM 3

Oral Pre-Tests were given at mid-term, due to personnel changes. They were given to 7 students who had no previous oral test scores.

Because of time constraints, oral post-tests were given only to selected students whom the teacher had observed making significant oral progress since entry into this level.

Total Possible Score: 20

Student	Oral Pre-test Date	Pre-test Score	6/2/94 Oral Post-test Score
1	10/93	16	17
2	10/93	13	14
3	10/93	10	14
5	3/94	12-	13
8	3/94	9	11
10	5/94	8	9

STUDENT PROGRESS REPORT

LEVEL B

TERM 3

FOR INSTRUCTORS ONLY

Progress Scale: 8 points as follows:

7 Excellent progress. Ready for the next level.
6 " " Continue at this level because______________
5 Good progrsss in all areas. Continue at this level.
4. Good progress in several areas:______________________________
3. Fair progress. Might improve if______________________________
2. Fair progress. Background weak for this level.
1 Poor progress. Possible reasons:______________________________
0 Stopped attending. No score given at this time.

6 Aleman, Wilson Excellent progress. Needs to integrate his new knowledge. Asks excellent questions, and paraphrases answers in ways that are meaningful to him and others.

4 Bui, Dung. Good progress in knowledge of irregular past verbs, contractions. Improving in comprehension and pronunciation. Needs more oral and written fluency.

4 Cu, Hong. Good progress in use of sturctures in drills and tests. Progress in aural and reading comprehension. Needs encouragement to speak and write more.

6 Do, (Thanh) Xuan. Knows and uses complex structures. Asks excellent questions. Has good listening and study skills. Wants to continue at this level to improve aural comprehension, pronunciation, and vocabulary. She is ready for the next level, in my opinion.

7 (???) Figueroa, Maria. I recommended that she try Level C for a few days, after 3 terms in this level. Her listening comprehension and oral work has been good, with short statements. She assists weaker students. Homework has been well done. In view of difficulties revealed in her final in-class writing, she and her teacher may wish to reconsider this placement, or to give her extra help in her new level.

1 Idrovo, Nuvia. Improved in knowledge of irregular past forms and contractions. Has made limited progress, due to erratic attendandce, coupled with a weak background in reading and writing. Needs daily encouragement.

STUDENT PROGRESS REPORT (Cont'd)

LEVEL B

TERM 3

4 Mendez, Miguelina. Has improved in listening and in knowledge of structures in drills and tests. Gives the class many relevant work-specific conversations. Works very diligently on self-assigned homework tasks. Has been in this class for 3 terms. Has made some progress in re-listening, when she has misunderstood an instruction. Needs to integrate new learning, and eliminate persistent errors.

7 Mesa, Margarita. I recommended that she try Level C. Excellent aural comprehension, clear pronunciation, contributes to class conversations well. Improved knowledge of structures in drills and tests, though she often needs support to overcome nervousness in test situations. Needs to integrate her new knowledge of structures into her own work.

0 Narvaez, Jose. Attended only 6 classes.

4 Nguyen, Mong Cuc. Has excellent knowledge of structures in tests. Began to show more aural comprehension and to participate orally about mid-term. Her voice tone and repetition of what I said during oral final suggests that she may have a hearing problem. Needs to practice using verb tenses in spontaneous conversation and writing.

5 Nguyen, Yen. Entered from Level A after 9 classes. Studied diligently and successfully in order to participate well. Integrates her knowledge of structures into her own work very well. Needs pronunciation practice and vocabulary.

2 Rodriguez, Grecia. Has progressed at her own rate in several areas. Is sometimes willing to work independently now. Weak background in reading, writing, and study skills make her self-conscious. Responds well to specific praise.

6 Solarzano, Maria. Makes steady, quiet progress. Has begun to speak more. I gave her the option of trying Level C, since she has been here for 3 terms, and is doing well. However, we agreed that she works best when she is relaxed and familiar with the work. She said that she will continue at this level.

EVALUATION

LEVEL B

TERM 3

(Course evaluation by students)

1. Things I learned in class:

2. I liked:

3. I didn't like:

4. My teacher can do these things to make the class better for me:

5. (Underline your answer.)

   I have improved my English:
   (a) not at all (b) a little (c) a lot

CLASS LIST

Level C

TERM-3

INSTRUCTOR: Nancy Esparta

TIME: 2:30-4:00

DAYS: Tues. & Thurs

NAME

1. Becerra, Segundo
2. Castano, Myrian
3. Espinosa, Felix
4. Mendoza, Alfonso
5. Montan, Dinelia
6. Orta, Josephina
7. Perdomo, Ramom
8. Reyes, Jose
9. Reyes, Beatriz
10. Robles, Ismael
11. Silva, Alice
12. Valencia, Bethsabe
13. Vera, Lucia
14. Valdez, Noemi
15. Wang, Xi Zhen

PRETEST-ESL

Level C

TERM-3

NAME:________________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?

2. What's your job called?

3. What is the first thing you do when you begin working?

4. What do you do next in your job as_______________? (see #2)

5. What else?

6. Tell me an important safety rule at Semi-Alloys.

7. What's your Social Security Number?

8. What's the phone number for Semi-Alloys?

PRE-TEST ESL (Con't)

Level C

TERM-3

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:_______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

OUTLINE

Level C

TERM 3

The purpose of level C is to reinforce and continue fund-demental listening, speaking, reading and writing skills introduce in levels A and B. At this level more vocabulary and verb forms will be introduced to increase oral fluency when completing specific job tasks.

Objectives:

1. Competency in oral production necessary for asking and responding to questions about job tasks.
2. Reading comprehension - understanding what a procedure says, interpretation of shop orders.
3. Completing a Semi-Alloys Company form using standard numeration and abbreviations.

The objectives will be met using work (SA) contexts and integrating the following grammatical structures.

1. Past progressive tense
2. Past tense irregular verbs
3. Count/non countable nouns
4. Comparisons, adjectives
5. Comparisons, adverbs
6. Superlatives
7. Reflexive pronouns

Methods:

1. Cooperative learning and peer tutoring-using each other and the group as resources to complete tasks.
2. Simulation of job tasks verbal/written directions cloze structure dictation
3. Dialogues, role play, small group work.

Evaluation: Pre/Post test

Post Test

Level C

Term 3

Change the following to the Present Tense:

1. He wrote the reports for the Research department.

2. She waited for the machine to warm up.

3. Julia and Maria counted each combo for packaging.

Change to Past tense:

1. There is a new shift change on Monday.

2. The manager asks all employees to report to work on time.

3. G.K.L's have a large amount of glass in them.

Post Test

Level C

Term 3

Change the following to the Present Tense:

1. He wrote the reports for the Research department.
2. She waited for the machine to warm up.
3. Julia and Maria counted each combo for packaging.

Change to Past tense:

1. There is a new shift change on Monday.
2. The manager asks all employees to report to work on time.
3. G.K.L's have a large amount of glass in them.

Post Test (Con't)

Level C

Term 3

Use the following pronouns in the spaces: "someone", "something", "anything", "anything else", "anyone".

1. Do your work carefully. Don't let __________________ correct your mistakes.
2. I don't see __________________ wrong. Is there __________________ that I missed.
3. The mechanic looked at the stamping machine. He said he couldn't fix it because there wasn't __________________ wrong.
4. I told the manager that the order was complete. I asked if there was __________________ to do.
5. The company is always looking for __________________ who wants to work hard.

Post Test (Con't)

Level C

Term 3

Use the indicated time (tense) of the verb in the appropriate spaces.

1. Carlos ________________ me as I repaired the stamping machine. (past time - Help)

2. Irma ________________ the combos before they are packaged. (present time - Count)

3. My supervisor ________________ a coworker about final inspection when I came in. (past continuous time - Ask)

4. In the Semi Alloy Company it is important that all workers in each department ________________ as a team. (present time - Function)

5. It is an important part of the maintenance department's job to ________________ and collect all metal scraps found on floors. (infinitive form - Save)

Post Test (Con't)

Level C

Term 3

Underline the correct word in parentheses:

1. Henry goes to (an/some) Adult Center for high school classes.
2. The lead person has (a/several) orders on her table.
3. I have (a/many) family members who work at Semi Alloys.

Answer the questions in your own words.

1. When do you speak English at work?

2. Why is it important to speak English everyday at work?

POST TEST SCORES

LEVEL C

TERM 3

1. L. Veras	16/4	Cont. on level
2. D. Montan	13/4	Cont. on level
3. Bethsabe Valencia	11/3	Might improve with more classes and study.
4. Alfonso Mendoza	16/6	Cont. on level
5. Segundo Bercera	15/5	Cont. on level
6. Xi Zhen Wang	12/6	Knows material but pronunciation and L.S. are slow.
7. Felix Espinosa	16/5	Cont. on level
8. Alice Silva	18/5	Cont. on level
9. Noemi Valdez	10/4	
10. Beatriz Reyes	19/6	Cont. on level student doesn't feel confident to move.
11. Myriam Castagna	19/6	Cont. on level
12. Ismael Robles	17/5	Cont. on level
13. Jose Reyes	No test - poor attend. - drop	
14. Josefina Orta	No test - poor attend. - trans, B-level	
15. Ramon Perdomo	No test - poor attend. - trans, B-level	

FINAL SCORES

LEVEL C

TERM 3

1. L. Veras	16/4	Cont. on level
2. D. Montan	13/4	Cont. on level
3. Bethsabe Valencia	11/3	Might improve with more classes and study.
4. Alfonso Mendoza	16/6	Cont. on level
5. Segundo Bercera	15/5	Cont. on level
6. Xi Zhen Wang	12/6	Knows material but pronunciation and L.S. are slow.
7. Felix Espinosa	16/5	Cont. on level
8. Alice Silva	18/5	Cont. on level
9. Noemi Valdez	10/4	
10. Beatriz Reyes	19/6	Cont. on at this level student doesn't feel confident enough to move.
11. Myriam Castagna	19/6	Cont. on level
12. Ismael Robles	17/5	Cont. on level
13. Jose Reyes	No test - poor attend. - drop	
14. Josefina Orta	No test - poor attend. - trans, B-level	
15. Ramon Perdomo	No test - poor attend. - trans, B-level	

CLASS LIST

MATH

TERM 3

INSTRUCTOR: CAROL BERGEN

TIME: 1:00 - 2:30

DAYS: MONDAY & WEDNESDAY

NAMES

1. Anderson, Altagracia
2. Bullock, Antoinnette
3. Bennett, Inez
4. Delacruz, Juana
5. Frimpong, Kwaku
6. McIntyre, Basil
7. McKenzie, Alice
8. Persaud, Baldat
9. Phynn, Joseph
10. Ramos, Raymond
11. Vasquez, Mariana

PRETEST 1

BASIC MATH (WHOLE NUMBERS)

TERM-3

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 984 + 39 + 8707

2. Subtract: 3002 - 648

3. Multiply: 809 X 76

4. Divide: 17469 - 27

5. Find the average of the following package weights: 22, 18, 27, 33, 25

6. Find the value of 4^3

7. Find the value of 81

8. Compute the value of the following expression using the correct order of operations:

   2 + 7 X 5

9. Write in words: 6,017,504

10. Round to the nearest thousand: 824,796

11.

    3 cm.

    10 cm.

    a. Compute the **perimeter** of the figure above.

    b. Compute the **area** of the figure above.

12. a. According to the graph at the right, approximately how many ATM cards were issued in 1982?

    b. According to the graph at the right, how many more ATM cards are projected for 1995 than were isssued in 1985?

13. The weight of a package with the tare included is 25 pounds. If the weight of the item in the package is 18 pounds, what is the tare weight?

14. If the cost of one lid is $4, find the cost of 150 lids.

15. If an employee earns $2656 for working 8 weeks, what does he earn for working one week?

PRETEST-2

BASIC MATH (FRACTIONS)

TERM-3

DIRECTIONS: Show all work for each of the following problems on the paper provided. All fractions should be reduced to lowest terms.

1. Reduce to lowest terms: $\frac{80}{104}$

2. Write as a mixed number: $\frac{27}{5}$

3. Write as an improper fraction: $\frac{2}{5}$

4. Add: $\frac{3}{8} + \frac{4}{5}$

5. Subtract: $\frac{5}{6} - \frac{3}{4}$

6. Multiply: $\frac{1}{7} \text{ X } \frac{2}{5}$

7. Divide: $8 - \frac{4}{5}$

8. Find the average of: $\frac{1}{2}$, $\frac{3}{4}$, and $\frac{7}{8}$

9. What is $\frac{2}{5}$ of 15 ?

10. Find the difference of 4 and 2

11. Compute $\frac{4}{5}$

12. In a shipment of 50 boxes, 2 boxes are damaged in transit. What fractional part of the shipment is damaged?

13. Compute the surface area of the figure at the right

14. 6 feet = _______ inches

15. a. Using the inch scale of a ruler, measure the line below correct to the nearest 1/4 inch.

    b. Still using the inch scale, measure the line correct to the nearest 1/16 of an inch.

PRETEST-3

BASIC MATH (FRACTIONS)

TERM-3

DIRECTIONS: Show all work for each of the following problems on the paper provided. All fractions should be reduced to lowest terms.

1. Reduce to lowest terms: $\frac{80}{104}$

2. Write as a mixed number: $\frac{27}{5}$

3. Write as an improper fraction: $\frac{2}{5}$

4. Add: $\frac{3}{8} + \frac{4}{5}$

5. Subtract: $\frac{5}{6} - \frac{3}{4}$

6. Multiply: $\frac{1}{7}$ X $\frac{2}{5}$

7. Divide: $8 - \frac{4}{5}$

8. Find the average of: $\frac{1}{2}$, $\frac{3}{4}$, and $\frac{7}{8}$

9. What is $\frac{2}{5}$ of 15 ?

10. Find the difference of 4 and 2

11. a. Using the inch scale of a ruler, measure the line below correct to the nearest 1/4 inch.

    b. Still using the inch scale, measure the line correct to the nearest 1/16 of an inch.

PRETEST 4

BASIC MATH (DECIMALS)

TERM-3

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 43.47 + 1.9 + .157

2. Subtract: 8 - 6.2

3. Multiply: 3.4 X .07

4. Divide: .0654 - .03

5. Round this decimal correct to the nearest thousandth: 4.7228

6. Divide and round your answer correct to the nearest tenth: 6.12 - 7

7. Express this decimal as a fraction and reduce to lowest terms: .06

8. Express this fraction as an equivalent decimal: $\frac{2}{25}$

9. Insert the correct symbol (> = <) to make the statement true:

   5.874 ☐ 5.91

10. If Maria's hourly rate of pay is $6.80, how much does she earn for working 7 1/2 hours?

11. Four boxes were shipped to the Motorola Company on Thursday. One box weighed 8 pounds; the second, 4.5 pounds; the third, 7.65 pounds; the fourth, 3.25 pounds. What was the mean or average weight of the boxes shipped?

12. Carlos bought a used car with a down payment of $1000 and 24 monthly payments of $90.50 each. What was the total cost of the car?

13. It costs the Semi-Alloy Company $.036 per hour to run one plating machine. If the plating department runs a machine for fourteen hours per day, how much does it cost to run the machine for a five day work week?

14. The cost to rent a small truck is $69 per day plus $0.25 per mile. Find the cost of renting a truck for 1 day if it is driven 250 miles.

15. The table below gives the starting wages, progressive increases, and hourly salary range for workers in a certain factory. Use the table to answer the questions below:

Department	Starting Wage	3 mos.	6 mos.	1 yr.	Qualified Rate	Range
Quality Inspector	$4.50	.20	.20	.40	$5.30	$4.50-$6.90
Rolling Operator	$4.90	.20	.20	.40	$5.70	$4.90-$7.90
Casting Supervisor	$9.00					$9.00-$12.50
Shipping Operator	$6.50					$6.50-$8.00
Plater	$6.00	.30	.30	.30	$6.90	$6.00-$8.25

a. What is the hourly wage of a Plater after working 6 months?

b. After a Quality inspector and a Rolling Operator both work 1 year, how much more per hour will the Rolling Operator be making?

c. How much will a Casting Supervisor make (before taxes) for working a 40 hour week if s/he is being paid the highest possible salary in the range for that position?

16. a. 16 kg = __________ gm

b. .058 m = ___________ cm

c. 5.8 L = ___________ qt

17. Solve the following proportion for x: $\frac{x}{18} = \frac{5}{8}$

18. Write a proportion and then solve to answer the following question:

An alloy contains 2 gm of gold for every 5 gm of tin.
Find the amount of tin in the alloy if it contains 8.5 gm of gold.

19. Express in standard notation:

a. 2.3×10^{7}

b. 4.32×10^{-4}

PRETEST 5

BASIC MATH (PERCENTS)

TERM-3

DIRECTIONS: Show all work for each of the following problems on the paper provided.

1. Express as an equivalent decimal: 4%.

2. Express as an equivalent percent: 1.5.

3. Express as an equivalent percent: $\frac{4}{5}$.

4. Express as an equivalent fraction: 60%.

5. Express this decimal as a percent correct to the nearest tenth: .1757.

6. Express this fraction to the nearest whole percent: $\frac{7}{16}$.

7. Express as a percent: 13 out of 50.

8. What number is 7% of 650?

9. What percent of 80 is 5?

10. 30% of what number is 14.7?

11. If 2 lids out of a case of 25 lids are defective, what percent of the lids are defective?

12. Juan is currently making $9.60 an hour. If he receives a 4% pay increase, what is his new hourly wage?

13. On a certain day 2% of the employees were absent because of illness. If the factory employs 1200 people, how many were absent?

14. If the sales tax rate is 8 1/4 percent, find the tax on an item that costs $240.

15. After a salt pray test, the corroded surface area of a lid measured 1.5 sq.units. If the surface area of the lid is 40 sq.units, what percent of the surface area is corroded? (Round your answer to the nearest tenth of a percent.)

16. Use the Semi-Alloys' Delivery Performance Chart shown below to answer the following questions:

a. In what month was the OVERALL performance percentage the worst?

b. In what month did the COMBOS division perform better than the DIE ATTACH division?

c. The cumulative percent is calculated by taking the average of the percents given for each month. Calculate the OVERALL cumulative percent for the months of Jan. - July.

REVISED CURRICULUM

BASIC MATH

TERM-3

PURPOSE:

The purpose of the basic skills mathematics course is to improve the computational and reasoning skills of the employees at Semi-Alloys and lead them to better understanding of the math-related problems that they encounter on the job and in everyday life.

OBJECTIVES:

1. To develop the skills necessary to solve a variety of arithmetic problems using the operations of addition, subtraction, multiplication, division, exponentiation and square roots.
2. To develop the reasoning skills necessary to apply the above operations in a variety of problem-solving situations related to real life and the work place.
3. To develop the ability to read and interpret a variety of graphs, charts and tables especially those that relate to the work environment.

PROCEDURE:

All students will be given Pretest 1 which involves whole number operations only. Based on the results of this test, students will be placed at a certainlevel on the whole number continuum. Much of the instruction will be individualized focusing on the student needs. Students will using a text and a variety of supplementary materials supplied by the instructor. When a student has mastered the skills at this first level, s/he will be given a follow-up posttest to measure progress. Depending on their ability, students will progress in a similar manner through operations with fractions, decimals, percents, graphs, and possibly some algebraic topics such as evaluating formulas and solving simple equations. Real life and job-related applications will be included thoroughout the course.

EVALUATION:

A series of 4 pre/post tests have been developed. All students will start with pretest 1 and will receive posttest 1 at the completion of the required material or at the end of term 1 (whichever comes first). Pre/post tests 2, 3, 4 will be administered in a similar manner. It is hoped that by the end of 5 terms, all students will have completed all course content.

REVISED CURRICULUM (Cont'd)

BASIC MATH

TERM-1

CONTENT:

1. Whole Number Skills/Applications

   1.1 Place value
   1.2 Reading and writing large numbers
   1.3 Rounding
   1.4 Operations--Addition, Subtraction, Multiplication, Division
   1.5 Exponents and square roots (perfect squares)
   1.6 Order of operations
   1.7 Find the arithmetic average (Mean) of a group of numbers
   1.8 Reading tables and graphs
   1.9 Measurement (Perimeter, Area, Volume)
   1.10 Word Problems--single operation & multistep problems (life skills and work related

2. Fraction Skills/Applications

   2.1 Equivalent fractions
   2.2 Mixed numbers
   2.3 Comparing and ordering fractions
   2.4 Operations--Addition, Subtraction, Multiplication, Division
   2.5 Computing powers and square roots involving fractions
   2.6 Word problems--single operation & multistep problems (life skills and work related
   2.7 Standard units of measurement (English)
   2.8 Computing perimeter, area, volume with fractional units
   2.9 Finding what fraction one number is of another
   2.10 Ratio and proportion
   2.11 Proportion word problems (life skills and work applications)

3. Decimal Skills/Applications

   3.1 Reading and writing decimals
   3.2 Rounding decimals
   3.3 Comparing and ordering decimals
   3.4 Operations with decimals--addition, subtraction, multiplication, division
   3.5 Interchanging fractions and decimals
   3.6 Powers & Square Roots
   3.7 Metric measurement--reading metric scales
   3.8 Perimeter, area, volume
   3.9 Scientific Notation with positive exponents
   3.10 Word problems--single & multistep (life skills and work related)
   3.11 Decimals and Tables

REVISED CURRICULUM (Cont'd)

BASIC MATH

TERM-1

4. Percent Skills/Applications

    4.1 Equivalent forms--percent, fraction, decimal
    4.2 Finding percent of a number
    4.3 Finding what percent one number is of another
    4.4 Finding a number when a percent of it is given
    4.5 Word problems--single and multistep (life skills and work related)
    4.6 Tables and Graphs using percents

5. Graph Skills/Reading and Interpreting

    5.1 Pictographs
    5.2 Circle graphs
    5.3 Bar graphs
    5.4 Line graphs

6. Supplementary Topics (Pre-algebra)

    6.1 Formulas--perimeter, area, volume, circumference, interest, distance, etc. (others - work related)
    6.2 Integers
    6.3 Linear equations

GROUP LESSONS

MATH

TERM 3

Class 1

Content: Introduction to Scientific Notation

Procedure:

1. Introduce students to the concept of representing numbers in exponential form by writing the following chart on the board. Discuss how each place value can be represented using a power of ten.

____	____	____	____	____	____	.	____	____	____	____
10^5	10^4	10^3	10^2	10^1	10^0		10^{-1}	10^{-2}	10^{-3}	10^{-4}

2. $7 = 7 \times 1 = 7 \times 10^0$

   $70 = 7 \times 10 = 7 \times 10^1$

   $700 = 7 \times 100 = 7 \times 10^2$

   $7000 = 7 \times 1000 = 7 \times 10^3$

   etc.

   Then continue same procedure with decimal numerals:

   $.7 = 7 \times 1/10 = 7 \times 10^{-1}$

   $.07 = 7 \times 1/100 = 7 \times 10^{-2}$

   $.007 = 7 \times 1/1000 = 7 \times 10^{-3}$

   etc.

3. Discuss how the use of exponents gives one the ability to write numbers containing multiple zeros in a more concise format.

4. Introduce the concept of scientific notation:

   Scientific notation = number between 1 and 10 x power of ten
   $(1 \le n < 10)$

   Have students practice writing numbers like the following in scientific notation. Do enough examples so that students are comfortable with the concept using positive exponents:

   $80{,}000{,}000 = 8 \times 10^7$

   $12{,}400{,}000 = 1.24 \times 10^7$

   $6{,}200{,}000{,}000 = 6.2 \times 10^9$

   Continue with examples of decimal numerals that can be written using negative powers of ten:

   $.000005 = 5 \times 10^{-6}$

   $.0000000784 = 7.84 \times 10^{-8}$

   etc.

5. Give students numbers written in scientific notation and have them convert the number into standard notation. Do as many examples as are necessary for students to be comfortable with the process:

   e.g. $1.9 \times 10^{7} = ?$
   $2.59 \times 10^{-4} = ?$
   etc.

Class 2

Content: Scientific Notation (cont'd.)
Procedure:

1. Review procedure for converting numbers to scientific notation and visa versa by writing several examples on the board.

2. Discuss how some calculators use scientific notation to express numbers that are too large or to small to fit in the display. For example, $154{,}000{,}000{,}000 = 1.54 \times 10^{11}$ and this would be shown on the calculator display as 1.54 E 011 or 1.54 011. Many calculators have a button that is used to convert to scientific notation. It is often labeled EE but may be different on different calculators so the manual should be checked to see if scientific notation is available and, if so, what key to use.

Workplace Application: Find numbers written in scientific notation in Semi-Alloys Packaging Materials Handbook and convert these numbers to standard notation. Then discuss the relative size of the numbers and what they mean in relationship to the literature.
Examples:

In a GKL preform lid, the glass-to-metal seal is hermetic to a leak rate to 5×10^{-8} cc/sec. of helium or better.

The coefficient of thermal expansion of a Plastalloy 914 lid is $6\mathrm{x}10^{-5}$/C while the coefficient of thermal expansion of a Plastalloy 915 lid is $4.5\mathrm{x}10^{-5}$/C. Discuss the actual numbers and compare them.

Class 3

Content: Metric System--Linear measures
Procedure:

1. Discuss the fact that the metric system is based on powers of ten and therefore conversions are easier than the traditional American system.
2. Discuss the relative sizes of a meter, decimeter, centimeter, millimeter using metric ruler. Then discuss the larger measures of dekameter, hectometer and kilometer.
3. Review shortcuts for multiplying and dividing by ten, one hundred, one thousand, etc. and the fact that this can be done by movement of the decimal point.
4. Use the metric charts attached to show students how they can quickly convert from one unit to another by moving the decimal point.

GROUP LESSONS (Cont'd)

MATH

TERM 3

Class 4

Content: Metric System--liquid and weight measures
Procedure:

1. Discuss the relative size of a liter (a little more than a quart) and then discuss the relative size of the various liquid measures such as deciliter, centiliter, milliliter, dekaliter, hectoliter and kiloliter. Do the same for the weight of one gram (approx. weight of a paper clip) and the other weight measures in the metric system (kilogram being the most common; 1 kg is approx. equal to 2.2 pounds).

2. Use the metric charts attached to show how the process to convert different linear metric units can also be used when liters and grams are given. Have students practice several conversions using the charts until they are comfortable with the process.

Workplace applications: Discuss with the students the kind of measurement system that is used for their particular job. At Semi-alloys some divisions use American units while other divisions use metric units. Examples of both kind of units can be found in the Semi-alloys literature. These can be pointed out and discussed.

Class 5

Content: Metric System--Conversion Practice
Procedure:

1. Pass out a worksheet that requires students to convert from one unit of metric measure to another. Students should be asked to make the conversions using the metric chart given out in class 4. Let students work independently for about 15 minutes and then discuss the answers as a group. Again, emphasize how quickly the conversions can be made since our number system and the metric system are both based on powers of ten.

2. Show students how quickly the metric charts can be constructed if they know the basic unit and the meaning of the prefixes. In many cases the prefixes can be related to words they already know.(e.g.deci decimal 1/10); centi centipede 1/100; milli millennium 1/1000).

Class 6

Content: Ratio and Rates
Procedure:

1. Discuss the concept of ratio as a comparison by division and give several examples.Show three different ways to express a ratio:
   the ratio of 3 kg of nickel to 8 kg of gold
   3 to 8; 3:8; 3/8 Stress the importance of order in the representation.

Give other examples and have students express the ratios:
The ratio of the number of workers in the combos division to the number of workers in the plating division and visa versa;
The ratio of tin to gold in a certain alloy; the ratio of gold to tin in the same alloy; the ratio of tin to total metal in the alloy
The ratio of vacation days to days worked in the current month.

2. Point out the fact that ratios are fractions and can be reduced in a similar manner. However since a ratio is a comparison, two terms must always be shown so mixed numbers are rarely used and a one in the denominator is always shown. e.g. 12:3 = 4:1

3. Discuss the concept of a rate which is used to compare two different kinds of items such as mi./gal. $/hr. cost/pound and the concept of unit rate (always has a denominator of one)
Examples:
If 10,000 lids are contained in 50 packages, what is the number of lids per package? 10000lids/50pkg. = 200 lids per pkg.

If $150 will buy 200 lids, what is the cost per lid?
$150/200 = $.75/lid which can be read as 75 cents per lid.

Class 7

Content: Proportions
Procedure:

1. Introduce the concept of a proportion as being two ratios set equal to each other. Discuss the fact that in a true proportion, the product of the means is equal to the product of the extremes and give several examples of true and false proportions:

$3/4 = 6/8$ True proportion; note that $4 \times 6 = 3 \times 8$ (Also show the ratios are equal by pictorial representation)
$1/2 = 5/6$ False proportion; note that $2 \times 5 \neq 1 \times 6$ (Again, the fact that the ratios are unequal can be easily illustrated with a diagram)

2. Discuss how an unknown member of a proportion can be determined when the other 3 members are given by cross multiplying and then dividing. Do several examples on the board and then pass out the solving proportions worksheet and have students work individually. Stress how easily these can be done with a calculator if the two known members are multiplied first and then divided by the member multiplying the unknown:

Solve: $4/9 = N/30$ Enter in calculator 4 X 30
$9 \cdot N = 4 \times 30$ Press equal key 120
$9 \cdot N = 120$ Press ÷ key 13.333333
$N = 120 \div 9$
$N = 13.3$ (rounded to nearest tenth)
(This is a good opportunity to review rounding techniques).

MATH

TERM 3

Class 8

Content: Solving Proportions (cont'd.)
Procedure:

1. Pass out proportion worksheet and have students work individually on solving problems #1-8. (Identifying means, extremes and showing that the cross products are equal) This worksheet is also a good chance to review multiplication and division of fractions and decimals. Answer individually any questions that arise and do on the board problems that cause difficulty.

2. Have students work out the answers to problems #9-20 on the worksheet. Again, the instructor will serve as a facilitator and give help only when necessary. When students have finished, they should be given a key to check their answers. Any questions can be answered and then the student can proceed with his/her individualized program.

3. Do in class # 5-10 from worksheet started in class #7

Class 9

Content: Solving Word Problems Using Proportions

Procedure:

1. Pass out worksheet containing five examples of word problems that could be solved using a proportion. Give students the opportunity to read the first problem and to write a proportion to represent the data. After all students have written their proportions discuss the different answers given. If any students have written incorrect proportions, discuss why these are inconsistent with the data given.

2. Have students continue to read and write the resulting proportion for each of the remaining problems. At this point, do not solve the proportions; check for consistency.

3. Discuss proportions obtained for each of the problems and then have students solve the proportions individually.

4. Discuss the importance of looking at the final answer and determining whether it makes sense in relationship to the other data in the problem. The last step in solving **any** word problem is to ask oneself "Is this answer reasonable?"

5. Do handout--Applications of Proportions #1-5

MATH

TERM 3

Class 10

Content: Applications of Proportions(Cont'd.)
Procedure:

1. Pass out worksheet with containing two different proportion applications--blueprints and fat content. Give students about 5 minutes to read the first problem and the types of questions that are being asked. Then as a group discuss how the answers to each of the questions can be determined. Try to get as much input from the class as possible since more than one proportion can be used.

2. Continue in the same manner with the second problem giving students some time individually before sharing information as a class. This exercise can also be done with students working in pairs or small groups if the class is fairly large.

Class 11

Content: Applications of Proportions (Cont'd.)
Procedure:

1. Pass out worksheet dealing with a water treatment plant and an ambulance service and use the same procedure as in class 10.

Class 12

Content: Applications of Proportions (Cont'd.)
Procedure:

1. Pass out worksheet dealing with medical insurance and a mail order business. Give students 10 - 15 minutes to complete and then discuss the answers as a group. Again, students should be allowed to work in pairs, groups or individually.

Class 13

Content: Introduction to Percent
Procedure:

1. Put on the board the following test scores and ask students which is the best result:
    16 correct out of 20 questions
    35 correct out of 50 questions
    8 correct out of 10 questions
    21 correct out of 25 questions

    Then discuss how it would be much easier to compare the scores if they were all based on the same number of questions. Discuss the meaning of percent as "out of 100" and then convert each of the above to equivalent scores out of 100 by using proportions. The first one can be shown as $\frac{16}{20} = \frac{N}{100}$
    Students should have little difficulty doing the others and getting the equivalent percent scores. Looking at the percent scores, they can see how easy it is to compare results.

2. Discuss an alternative way of computing a percent by dividing the numerator by the denominator. 16/20 means 16 ÷ 20 = .80 = 80%

3. Put the following table on the board and have students practice converting from one form to another:

Percent	**Decimal**	**Fraction**
20%		
5%		
250%		
100%		
12.5%		
	.6	
		7/20
	3.4	
		1/7 (discuss rounding)

Class 14

Content: Percent (Cont'd.)
Procedure:

1. Pass out grids for solving percent problems and have students shade in the equivalent of 100%, 75%, 50%, 25%, 10%, 5%, 4%, 3%, 2%, 1%, .5%, .25%. Note especially the difference in size of 25% and .25%. These grids are helpful to give students a visual representation of percent and will also be useful when students work on the surface area problems in the next class.

2. Put the following chart on the board and have students complete the missing items individually or in pairs or small groups. Correct or help as necessary.

MATH

TERM 3

Fraction	Decimal	Percent
1/25		
	.2	
		37.5%
	3.20	
1/3		
		62.5%
		200%
5/6		
	.75	

Class 15

Content: Percent Applications--% of Corroded Area on a Lid After a Salt Spray test

Procedure:

1. Pass out Salt Spray Test Report--%Corrosion and discuss the acceptability levels given at the top:
   STD. & GKL - 5% Max, any lid
   HIREL - 0.5% Max, any lid
   and 0.25% Max, Lot Average
   Discuss the side of these limits using the % grids completed in the previous class. It is especially important that they see how small .5% and .25% are in relationship to the entire lid.

2. Pass out the Salt Spray Test--% Corrosion worksheet and a millimeter ruler and have students complete the steps shown while the instructor circulates among the students giving help if needed. Note that when measuring in a unit as small as millimeters and with a ruler which may have slight differences in the markings, there may be some error and answers may differ by 1-2 millimeters.

3. When entire class has completed the exercise, discuss the answers.

Class 16

Content: Solving Percent Problems Using Proportions

Procedure:

1. Write on board: 50% of 80 is 40
   Rate Base Part

   Discuss the meaning of rate, base and part in a percent problem such as the above and how they can be readily identified.

GROUP LESSONS (Cont'd)

MATH

TERM 3

2. Introduce the percent proportion as: $\frac{R}{100} = \frac{P}{B}$

   Show the following three problems and have students write an appropriate proportion for each:
   1. 50% of 80 is what?
   2. 50% of what is 40?
   3. What percent of 80 is 40?

   Then have students solve each proportion for the missing term.

3. Have students write a proportion and then solve to find the answers to the following:
   1. 68% of 95 is what number?
   2. 6% of what is 2.4
   3. What percent of 308 is 46?

   When students have finished discuss answers as a group. Note how the percent in #3 must be rounded and have students give answer to nearest whole percent, to nearest tenth of a percent and to nearest hundredth of a percent.

Class 17

Content: Word Problem Applications of Percent Problems Using Proportions

Procedure:

1. Pass out worksheet containing 4 percent word problems and have students write an appropriate proportion to solve each one. When proportions have been checked for accuracy, students can complete the problems.
2. Remind students to as themselves "Does this answer make sense?" when they finish each problem.

Class 18

Content: Percent Applications

Procedure:

1. Pass out Semi-Alloys Delivery Performance Chart for 1993 and have students calculate the following:
   1. Cumulative percent for each division by taking taking the average of all the percents given thus far. Answers should be rounded to the nearest tenth.
   2. The cumulative percent for the month of April
   3. The cumulative percent for the entire company.

2. Give students examples such as the following to see if they can apply their knowledge of percents:

   1. Suppose the combos division had an order for 100,000 lids in October and was able to deliver 90,000. What was their delivery performance calculated as a percent?

   2. If a division has a delivery percentage of 92% and an original order for 50,000 units, how many units did they actually deliver?

GROUP LESSONS (Cont'd)

MATH

TERM 3

Class 19

Content: Review and Testing

POSTTEST 2

BASIC MATH (WHOLE NUMBERS)

TERM-3

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 9704 + 57 + 967

2. Subtract: 8021 - 794

3. Multiply: 683 X 79

4. Divide: 52548 - 87

5. Find the average of the following package weights: 15 lbs., 27 lbs., 36 lbs.

6. Find the value of 3^4

7. Find the value of 49

8. Compute the value of the following expression using the correct order of operations:

   6 - 4 - 2

9. Write in words: 62,045,600

10. Round to the nearest THOUSAND: 442,796

11.

8 cm.

12 cm.

   a. Compute the **perimeter** of the figure above.

   b. Compute the **area** of the figure above.

12. a. According to the graph at the right, approximately how many ATM cards are projected for 1995?

    b. According to the graph at the right, approximately how many more ATM cards were issued in 1985 than in 1981?

13. A worker works 38 hours per week for 50 weeks of the year, how many hours does the worker work per year?

14. A shipment of 5000 lids is to be packed in Semi-paks which hold 200 lids each. How many Semi-paks will be needed?

15. The total weight of a shipment is 187 pounds. If the merchandise weighs 108 pounds, what is the tare weight?

POSTTEST 1

BASIC MATH (WHOLE NUMBERS)

TERM-2

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 7969 + 89 + 707

2. Subtract: 6010 - 496

3. Multiply: 907 X 86

4. Divide: 26311 - 83

5. Find the average of the following package weights: 81, 67, 45, 63

6. Find the value of 2^4

7. Find the value of 64

8. Compute the value of the following expression using the correct order of operations:

$$6 + 4 \times 2$$

9. Write in words: 2,415,062

10. Round to the nearest HUNDRED: 442,796

11.

6 cm.

8 cm.

a. Compute the **perimeter** of the figure above.

b. Compute the **area** of the figure above.

12. a. According to the graph at the right, approximately how many ATM cards were issued in 1983?

b. According to the graph at the right, approximately how many more ATM cards are projected for 1995 than were issued in 1981?

13. The total weight of a shipment is 235 pounds. If the merchandise weighs 208 pounds, what is the tare weight?

14. If a worker makes $6 per hour, how much does she earn if she works 38 hours?

15. A company has a bonus of $1200 which is to be distributed evenly to all of the workers in a particular group. If there are 8 workers in the group, how much money does each person receive?

POSTTEST 3

BASIC MATH (FRACTIONS)

TERM-3

DIRECTIONS: Show all work for each of the following problems on the paper provided. All fractions should be reduced to lowest terms.

1. Reduce to lowest terms: $\frac{60}{124}$

2. Write as a mixed number: $\frac{31}{4}$

3. Write as an improper fraction: $\frac{3}{4}$

4. Add: $\frac{5}{8} + \frac{1}{3}$

5. Subtract: $\frac{4}{5} - \frac{1}{6}$

6. Multiply: $\frac{1}{4} \times \frac{2}{3}$

7. Divide: $9 - \frac{3}{5}$

8. Find the average of: $\frac{1}{2}$, $\frac{2}{3}$, and $\frac{5}{6}$

9. What is $\frac{4}{5}$ of 20 ?

10. Find the difference of 6 and 3

11. Compute $\frac{2}{3}$

12. In a shipment of 100 boxes, 2 boxes are damaged in transit. What fractional part of the shipment is damaged?

13. Compute the surface area of the figure at the right

14. 48 inches = ________ feet

15. a. Using the inch scale of a ruler, measure the line below correct to the nearest 1/4 inch.

b. Still using the inch scale, measure the line correct to the nearest 1/16 of an inch.

POSTTEST 3

BASIC MATH (FRACTIONS)

TERM-2

DIRECTIONS: Show all work for each of the following problems on the paper provided. All fractions should be reduced to lowest terms.

1. Reduce to lowest terms: $\frac{60}{124}$

2. Write as a mixed number: $\frac{31}{4}$

3. Write as an improper fraction: $\frac{3}{4}$

4. Add: $\frac{5}{8} + \frac{1}{3}$

5. Subtract: $\frac{4}{5} - \frac{1}{6}$

6. Multiply: $\frac{1}{4} \times \frac{2}{3}$

7. Divide: $9 - \frac{3}{5}$

8. Find the average of: $\frac{1}{2}$, $\frac{2}{3}$, and $\frac{5}{6}$

9. What is $\frac{4}{5}$ of 20 ?

10. Find the difference of 6 and 3

11. Compute $\frac{2}{3}$

12. In a shipment of 100 boxes, 2 boxes are damaged in transit. What fractional part of the shipment is damaged?

13. Compute the surface area of the figure at the right

14. 48 inches = ________ feet

15. a. Using the inch scale of a ruler, measure the line below correct to the nearest 1/4 inch.

b. Still using the inch scale, measure the line correct to the nearest 1/16 of an inch.

POSTTEST 2

BASIC MATH (WHOLE NUMBERS)

TERM-2

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 9704 + 57 + 967

2. Subtract: 8021 - 794

3. Multiply: 683 X 79

4. Divide: 52548 - 87

5. Find the average of the following package weights: 15 lbs., 27 lbs., 36 lbs.

6. Find the value of 3^4

7. Find the value of 49

8. Compute the value of the following expression using the correct order of operations:

$$6 - 4 - 2$$

9. Write in words: 62,045,600

10. Round to the nearest THOUSAND: 442,796

11.

8 cm.

12 cm.

a. Compute the **perimeter** of the figure above.

b. Compute the **area** of the figure above.

12. a. According to the graph at the right, approximately how many ATM cards are projected for 1995?

b. According to the graph at the right, approximately how many more ATM cards were issued in 1985 than in 1981?

13. A worker works 38 hours per week for 50 weeks of the year, how many hours does the worker work per year?

14. A shipment of 5000 lids is to be packed in Semi-paks which hold 200 lids each. How many Semi-paks will be needed?

15. The total weight of a shipment is 187 pounds. If the merchandise weighs 108 pounds, what is the tare weight?

POSTTEST 4

BASIC MATH (DECIMALS)

TERM-3

DIRECTIONS: Show all work for solving each of the following problems on the paper provided.

1. Add: 925.47 + 6.1 + .027

2. Subtract: 9 - 4.7

3. Multiply: 2.5 X .08

4. Divide: .1224 - .3

5. Round this decimal correct to the nearest HUNDREDTH: 24.722

6. Divide and round your answer correct to the nearest tenth: 4.552 - 6

7. Express this decimal as a fraction and reduce to lowest terms: .14

8. Express this fraction as an equivalent decimal: $\frac{7}{20}$

9. Insert the correct symbol (> = <) to make the statement true:

6.379 ☐ 6.41

10. If Maria's hourly rate of pay is $5.40, how much does she earn for working 6 1/2 hours?

11. Five sheets of metal have the following weights:
23.6 pounds, 35.14 pounds, 20 pounds, 16.56 pounds and 18.6 pounds
Find the mean or the average weight of the sheets.

12. A washing machine can be purchased for $50 down and 12 monthly payments of $22.90 each. What is the total cost of the washing machine?

13. It costs a Company $1.079 per hour to run one plating machine. If the plating department runs a machine for 12 hours per day, how much does it cost to run the machine for 10 days?

14. The cost to rent a car is $29.99 per day plus $0.18 per mile. Find the cost to rent a car for 2 days if it is driven 100 miles.

15. The table below gives the starting wages, progressive increases, and hourly salary range for workers in a certain factory. Use the table to answer the questions below:

Department	Starting Wage	3 mos.	6 mos.	1 yr.	Qualified Rate	Range
Quality Inspector	$4.50	.20	.20	.40	$5.30	$4.50-$6.90
Rolling Operator	$4.90	.20	.20	.40	$5.70	$4.90-$7.90
Casting Supervisor	$9.00					$9.00-$12.50
Shipping Operator	$6.50					$6.50-$8.00
Plater	$6.00	.30	.30	.30	$6.90	$6.00-$8.25

a. What is the hourly wage of a Rolling Operator after working 6 months?

b. After a Quality inspector and a Plater both work 1 year, how much more per hour will the Plater be making?

c. How much will a Shipping Operator make (before taxes) for working a 40 hour week if s/he is being paid the highest possible salary in the range for that position?

16. a. 200 gm =__________ km

b. .058 m = ___________ mm

c. 16 in.= ___________ cm

17. Solve the following proportion for x: $\frac{x}{10} = \frac{7}{8}$

18. Write a proportion and then solve to answer the following question:

An alloy contains 40 gm of gold for every 3 gm of silicon
Find the amount of silicon in the alloy if it contains 1500 gm of gold.

19. Express in standard notation:

a. 41.3×10^5

b. 9.7×10^{-3}

POSTTEST 5

BASIC MATH (PERCENTS)

TERM-3

DIRECTIONS: Show all work for each of the following problems on the paper provided.

1. Express as an equivalent decimal: 2%

2. Express as an equivalent percent: .125

3. Express as an equivalent percent: $\frac{4}{25}$

4. Express as an equivalent fraction: 80%

5. Express this decimal as a percent correct to the nearest tenth: 1.5726

6. Express this fraction to the nearest whole percent: $\frac{4}{21}$

7. Express as a percent: 18 out of 20

8. What number is 6% of 540

9. What percent of 60 is 5

10. 40% of what number is 6.25

11. If 6 lids out of a case of 50 lids are defective, what percent of the lids are defective?

12. Juan is currently making $5.60 an hour. If he receives a 7% pay increase, what is his new hourly wage?

13. On a certain day 1.5% of the employees were absent because of illness. If the factory employs 1200 people, how many were absent?

14. If the sales tax rate is 7 3/4 percent, find the tax on an item that costs $240.

15. After a salt spray test, the corroded surface area of a lid measured 0.5 sq.units. If the surface area of the lid is 55 sq.units, what percent of the surface area is corroded? (Round your answer to the nearest tenth of a percent.)

16. Use the Semi-Alloys' Delivery Performance Chart shown below to answer the following questions:

a. In what month was the OVERALL performance percentage the BEST?

b. The cumulative percent is calculated by taking the average of the percents given for each month. Calculate the DIE ATTACH cumulative percent for the months of Jan. - July.

c. If in December, the COMBOS division has a total order of 500,000 lids and they are able to deliver 498,000, calculate their delivery percentage for December.

TEST RESULTS - CUMULATIVE

MATH

TERM 3

Instructor: Carole Bergen										
TEST	WHOLE		FRACTION		DECIMAL		PERCENT		TOTAL	
TOTAL QUES.	17	17	16	16	24	24	18	18	75	75
Student Number	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1 Raw Percent	13 76.5%	17 100%	12 75%	13 81%	21 87.5%	23 95.8%	17 94.4%	18 100%	63 84%	71 94.7%
2 Raw Percent	15 88%	17 100%	2 12.5%	16 100%	17 70.8%	24 100%	11.5 63.9%	17 94.4	45.5 60.7	74 98.7
3 Raw Percent	13 76.5%	17 100%	6.5 40.6%	16 100%	11 45.8%	22 91.7%	7 38.9%	17 94.4	37.5 50%	72 96%
4 Raw Percent	12 70.6%	16.5 97%	5.5 34.4%	14 87.5%	9.5 39.6%	22.5 93.8%	12 67%			
5 Raw Percent	11 64.7%	17 100%	8 50%	16 100%	14 58.3%					
7 Raw Percent	5 29.4%	5.5 91.2	6 37.5%							
8 Raw Percent	5 29.4%	17 100%	2 12.5%		2 8.3%					
12 Raw Percent	8 47.1%	12 70.6	0 0%							
13 Raw Percent	5 29.4%	13 76%	0 0%							
14 Raw Percent	2 11.8%		0 0%							
16 Raw Percent	11 64.7%	17 100%	8 50%		10 41.7%					
17 Raw Percent	11 64.7%									
18 Raw Percent	12 71%	16 94%	9 56.3%	15 93.8%	16.5 68.8%					
19 Raw Percent	9 52.9%									

*Includes all students from terms 1, 2 and 3 and progress to date

STUDENT REPORTS

MATH

TERM 3

STUDENT 1- Has made excellent progress this semester.In the intermediate Algebra textbook, she has covered the topics of Absolute Value equation and inequalities, Coordinate Geometry and linear system, and Exponents, Polynomials, Radicals, Rational Expressions, Quadratic Equation and multiple types of word problems. During term 4 she should continue with graphing circles, parabolas and hyperbolas and then start a unit on functions.

STUDENT 2- Has also made great progress this semester. In the Intermediate Algebra textbook, she has covered the topics of Absolute Value equations and inequalities, Exponents, Polynomials, Rational Expressions, Quadratic Equations and multiple types of word problems. During term 4 she should continue with the unit on radicals, followed by the unit on coordinate geometry and linear systems.

STUDENT 3- Has made steady progress in the study of Basic Algebra. He has covered the units on integers, using formulas, solving linear equations and word problems and solving fractional equations. He should continue in the Basic Algebra text with the topics of solving inequalities, exponents, polynomials and factoring. He still has difficulty with word problems and should continue to do 1 or 2 problems each day for additional practice.

STUDENT 4- Attended only 4 classes during term 3 but did manage to complete the unit on decimals. He should be starting percents.

STUDENT 8- Attended only one class during term 3. She was almost finished with fractions at the end of term 1 but has not made any progress since that time.

STUDENT 12- Only attended 7 classes during term 3 and nearly completed the fraction unit but has not taken the post-test.

STUDENT 13- Did not attend at all during term 3.

STUDENT 14- Was frequently absent during term 3 but did manage to cover the whole number of units on order of operations, perimeter, area, and reading charts and graphs. She can do rote computation but needs help reading questions and word problems.

STUDENT REPORTS (cont'd)

MATH

TERM 3

STUDENT 16- Has made steady progress this term. He finished the fraction unit on the last day of term 3 and needs to take the fraction post-test. Then he should continue with the unit on decimals.

STUDENT 18- Has made steady progress since he started. He has covered the units on whole numbers, fractions and decimals. He is ready to take decimal post-test and then begin the percent unit.

STUDENT 19- Started in the middle of term 3 and has completed the unit on whole numbers. She was ready for the whole number post-test but was absent for the last two classes so she didn't take it. After she takes the post-test, she should continue with the unit of factions.

CLASS LIST

LEVEL Q

TERM 3

Instructor: John Kacandes

1. Brito, Rita
2. Campo, Jaime
3. Campo, Lilliana
4. Chavez, Lucy
5. Doran, Noemy
6. Fianu, Nicholas
7. Gorecka, Halina
8. Janicki, Tadeusz
9. Lora, Carmen
10. Mancera, Enrique
11. Ortiz, Alba
12. Ortiz, Anita
13. Rodriguez, Tony Francisco
14. Sedano, Pilar
15. Zelaya, Karla

PRE-TEST

LEVEL Q

TERM 3

NAME:__________________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?
2. What's your job called?
3. What is the first thing you do when you begin working?
4. What do you do next in your job as_______________? (see #2)
5. What else?
6. Tell me an important safety rule at Semi-Alloys.
7. What's your Social Security Number?
8. What's the phone number for Semi-Alloys?

PRE-TEST(Cont'd)

LEVEL Q

TERM 3

ORAL COMMUNICATION ASSESSMENT

NAME: ______________________ LEVEL: ______

TESTER: ____________________ DATE: ______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

OUTLINE

LEVEL Q

TERM 3

GOALS:
To have students perform by the improvement of skills emphasizing

1. Listening comprehension
2. Reading comprehension
3. Writing for communication
4. Talking to others for communication
5. Understanding of numerical notations measurements in whole numbers, fractions, decimals and ratios.

These 5 modes of comprehension were pre-tested before each skill of attack was demonstrated and taught. Followed by test given orally, in writing, or through reading exercises.

Specific methodologies used:

1. Homework take home assignments
2. Radio and television - Oral and written reports
3. Group practice explaining orally what functions and skills are seen in the workplace.
4. Dialogues and role playing different job descriptions and expectations.
5. Networking aspects of positive attitudes towards personal health practices eliminating negative attitudes at home and at the work place - improving overall comfort and ease as immigrants in new living and working environment.
6. Developing competencies in:
   - A. Oral productions
   - B. Visual comprehension through the written word
   - C. Writing comfortably about what we feel, see and understand the world around us
7. Be able to act and present one self as a "model" or as "trying" to become better through english skills in the workplace.

OUTLINE (Cont'd)

LEVEL Q

TERM 3

Evaluation procedures as related to the workplace environment

1. Pre-test orally or in written statements - Post-test the same day about the day's work in class. Score based on 100 pts.
2. Work area of secretaries
3. Skills required of maintenance department workers.
4. Packaging and distribution procedures.
5. Role of visual post-test throughout the work place.
6. Comprehending the areas described in the old employee or company manual such as.
   A. Educational opportunities within and outside the company.

   B. Methods of comprehension

   C. Fringe benefits offered

   D. Understanding the "company" as a family designed to succeed in a specific manufacturing or servicing area.

STUDENT REPORTS

LEVEL Q

TERM 3

Rating Scale

1 - Doing well, making progress

2 - Trying but progress is slow

3 - Not showing much overall improvement

4 - Cannot Comment - insufficient attendance and very small quantities of work

Students are identified by code

12- Performance Rating 4. Attended once and never returned didn't want to take any test.

10- Performance Rating 1. Attended 21 sessions - asks questions very honestly attempts all class tasks and is very well liked. Can use practice skills at home but has a family to keep going - cooking, cleaning and shopping.

7- Performance Rating 3. Poor attendance only 7 classes - very capable but is very busy at work and part-time schooling. Has the potential - needs work on speech clarity.

9- Performance Rating 2. Attended 17 Classes - has shown improvement in pronunciation, work and math skills - very polite and attentive.

1- Performance Rating 1. Attended 20 sessions - keeps good notes attempts homework started in class and completes at home.

14- Performance Rating 1. Attended 22 Classes - very attentive - asks good questions - highly motivated needs work on speech patterns has shown ability to do G.E.D. work.

STUDENT REPORTS (con't)

LEVEL Q

TERM 3

11- Performance Rating 1. Attended 19 classes - well liked by peers well educated in native language - math and computational skills. very punctual, polite and interesting.

3- Performance Rating 2. Attended 18 sessions - missed post-testing in some areas - has not been attending term 4 - busy designing new equipment - excellent math skills - has upper level skills - well educated in native land.

6- Performance Rating 2. Attended 22 classes - making progress - has stopped being easily discouraged.

2- Performance Rating 4. Had to return "Home" never came back to class.

5- Performance Rating 4. Beautiful person - but could not attend more than 6 classes.

15- Performance Rating 4. Again not able to attend on a regular basis - 7 classes.

8- Performance Rating 2. Attended 19 classes - very hard worker tries his best and gets good results.

10- Performance Rating 1. Attended 20 classes - highly motivated well liked - ambitious - attends Lehman College - doing very in all areas - a pleasure to work with her.

4- Performance Rating 3. Attended only 7 classes - appears to be very capable but could not attend.

STUDENT SCORES

LEVEL Q

TERM 3

	KDG Para-Graphs RDG		Writing Para-Graphs		Vocabulary Defin.		General Grammar		General Math Skills	
Code Max 7 PTS.	Pre	PST	Pre	PST	Pre	PST	Pre	PST	Pre	PST
1.	4	6	2	4	3	5	1	3	2	3
2.	3	drop	N.E	N.E	N.E	N.E	N.E	N.E	N.E	N.E
3.	3	5	3	N.E	3	4	3	4	4	6
4.	4	5	2	N.E	N.E	N.E	2	N.E	2	N.E
5.	2	4	N.E	N.E	4	N.E	N.E	N.E	N.E	N.E
6.	3	6	2	5	2	5	1	4	1	4
7.	3	5	3	5	4	5	3	5	4	6
8.	3	6	2	4	3	5	2	4	2	4
9.	3	5	2	4	2	5	2	4	2	3
10.	3	4	2	4	3	5	2	4	2	4
11.	3	5	3	5	4	6	3	5	4	6
12.	2	drop	2	N.E	3	N.E	2	N.E	3	N.E
13.	3	6	3	5	4	6	4	6	2	4
14.	3	6	3	5	4	6	4	6	3	5
15.	2	drop	N.E	N.E	3	5	2	4	N.E	N.E

CLASS LIST

LEVEL A

TERM 4

Instructor: Joan Wagman

1. Arriaga, Margarita
2. Bardales, Angela
3. Buxo, Ada
4. Herrera, Alcides
5. Herrera, Ramon
6. Jimenez, Victoria
7. Lavigat, Petronila
8. Martinez, Maria
9. Porras, Mirza
10. Santana, Ada
11. Thach, Hoa
12. Thach, Lan
13. Yen, Ry

PRETEST

LEVEL A

TERM-4

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?
2. What's your job called?
3. What is the first thing you do when you begin working?
4. What do you do next in your job as________________? (see #2)
5. What else?
6. Tell me an important safety rule at Semi-Alloys.
7. What's your Social Security Number?
8. What's the phone number for Semi-Alloys? (914) 664-2800

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ DATE:______________ LEVEL:______
TESTOR:______________________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

COURSE OUTLINE

LEVEL A

TERM 5

The purpose of level A is for students to learn fundamental listening, speaking and reading skills in English with special concentration on vocabulary used in the workplace.

Objectives:

1. Competency in oral production of communication strategies for greetings, question formation, ability/inability, agreement, reporting information, certainty/uncertainty, checking and indicating understanding, clarification and focusing attention.

2. Integration of grammatical structures with above strategies.

A. Simple present tense
B. Present progressive tense in affirmative, negative and question forms.
C. Subject pronouns and possessive adjectives
D. Basic prepositions
E. Information questions with what, where, when and how.
F. Common adjectives and adverbs
G. Count/Non-count nouns
H. Can, Can't

3. Usage of vocabulary pertinent to the workplace in conjunction with the above strategies and structures.

4. Mastery of common general terms.

A. Alphabet
B. Calendar (days of the week, month)
C. Clock time
D. Safety signs

5. Methodology: Individual and small group practice; Role playing; Small group work; Pronunciation practice and correction; Dialogues; Dictionary usage; Video, Tapes and listening practice.

Special needs are address throughout the term as lessons progress.

Evaluation: pre and post tests, as well as oral quizzes throughout the term.

POST TEST

COURSE A

TERM 4

NAME OF STUDENT________________________ DATE____________

1. What's today ?

2. What is tomorrow ?

3. What's todays date ?

4. How old are you ?

5. What time is it ?

6. Count by 10's from 0 to 100.

7. What's this ? (shirt, jacket, sweater or skirt)

8. Whose _________ is it ? (shirt, jacket, sweater or skirt)

9. Write your name on this paper.
Q. What are you doing now ?

10. Touch your __________. (nose, mouth, eyes, arm, leg or foot)
Q. What are you doing ?

11. Pick up the __________. (pen, pencil, book, notebook or crayon)
Q. What are you holding ?

12. Close the __________. (window, door or bag)

13. Where's the _________ ? (pencil, cup, etc.)
It's _____ (in or on) the ________ (table or chair)

14. Where's the _________ (table, floor, book or chair)
It's under the _________. (book, table or chair)

15-24. VOCABULARY QUESTIONS IDENTIFYING PICTURES OF:
-parts of the body
-clothing

SCORING SCALE

LEVEL A

Term 4

Scoring

7- Excellent Improvement at level
6- Superior
5- Good improvement
4- Satisfactory Improvement
3- Fair
2- Poor quality of work
1- Very poor quality
0- No progress shown

Category

1. Standard Pronunciation (S.P.)
2. Language Structures (L.S.)
3. Listening Comprehension (L.C.)
4. Fluency and Oral Production (F.\O.P.)
5. Vocabulary (Voc)
6. Written Production (W.P.)

Student Reports

Level A

Term 4

Student Eval #.

1. Students comprehension is excellent vocabulary is good; pronunciation is fair.

2. Excellent progress in all areas. Excellent attitude. Continue at this level. Needs work on reading and pronunciation. A non-reader in english. Student is probably illiterate in first language.

3. Student's comprehension is excellent; progress in oral production is fair. Student is illiterate in first language. Vocabulary is good.

4. Student's comprehension, oral production, and vocabulary are all progressing at an extremely satisfactory rate. Student's attitude is excellent.

5. Poor progress. Attitude excellent. Educational backround weak. Attendance still poor.

6. Fair progress; excellent attitude weak educational backround vocabulary fair.

7. Good progress excellent attitude weak educational backround; vocabulary fair.

8. Poor progress; possibly illiterate in first language; oral comprehension very poor; vocabulary poor.

9. Has made excellent progress in a very short time in oral comprehension, oral production, and vocabulary.

10. Has made good progress in vocabulary acquisition. Oral comprehension and production is progressing at a fair pace.

11. Poor progress; possibly illiterate in first language; oral comprehension , oral production, and vocabulary acquisition very poor.

12. Poor progress in comprehension, oral production, and vocabulary acquisition.

13. Fair progress in oral production; oral comprehension good; has made good progress in vocabulary acquisition.

CLASS LIST

LEVEL B

TERM 4

Instructor: Joel Brodkin

1. Aleman, Wilson
2. Bui, Dung
3. Cu, Hong
4. Do, (Thanh) Xuan
5. Figueroa, Maria
6. Idrovo, Nuvia
7. Mendez, Miguelina
8. Mesa, Margarita
9. Narvaez, Jose
10. Nguyen, Mong Cuc
11. Nguyen, Yen
12. Rodriguez, Grecia
13. Solarzano, Maria

PRETEST

LEVEL B

TERM-4

NAME:________________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?

2. What's your job called?

3. What is the first thing you do when you begin working?

4. What do you do next in your job as_______________? (see #2)

5. What else?

6. Tell me an important safety rule at Semi-Alloys.

7. What's your Social Security Number?

8. What's the phone number for Semi-Alloys?

PRETEST(Cont'd)

LEVEL B

TERM-4

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:_______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

CURRICULUM

LEVEL B

TERM 4

Purpose: The purpose of level B, term 4 is to increase students confidence in their ability to learn, and to improve listening, pronunciation, speaking and reading skills with special concentration on vocabulary used in the workplace. This level will also practice writing skills.

Objectives:

1. Competency in oral production of such workplace situations as: giving commands, making requests, giving or responding to directions, giving information, seeking permission, expressing intentions, stating opinions and giving polite replies.
2. Competency in listening to short conversations or instructions and demonstrating comprehension of them.
3. Ability to read and demonstrate comprehension of selected passages from workplace procedures and workplace - related narratives.
4. Ability to read aloud, using correct pronunciation and intonation.
5. Ability to plan, write, discuss and evaluate workplace conversations.
6. Ability to use variety of study techniques.
7. The above objectives will be met using contexts which include the following grammatical structures.

This level will concentrate on the following grammatical structures. Each structure will be introduced in the context of a conversation or reading. It will be practiced in a communicative context primarily, not as isolated sentences. In so far as possible, these will be workplace specific situations. The affirmative, negative and question forms of each structure will studied.

POST-TEST

LEVEL B

TERM 4

Fill the correct verb tense use the simple present, the present continuous or the simple past.

1. (Go) I ___________ home now.

2. (Go) He ___________ home now.

3. (Go) She ___________ home yesterday.

4. (Go) Everyday i _____________ home at 5 P.M.

5. (Eat) She _____________ a sandwich everyday.

6. (Eat) I ___________ a sandwich everyday.

7. (Eat) I ___________ a sandwich now.

8. (Eat) She ___________ a sandwich now.

9. (Eat) He ___________ a sandwich yesterday.

10. (Eat) I ___________ a sandwich yesterday.

11. (Sleep) You ____________ right now.

12. (Sleep) She ____________ right now.

13. (Sleep) I ___________ right now.

POST-TEST (WRITING)

LEVEL B

TERM 4

1. Describe your daily routine at semi-alloys, tell us what you do everyday.

POST-TEST (cont'd)

LEVEL B

TERM 4

14. (Sleep) I _________ 8 hours a night.

15. (Sleep) She ___________ 8 hours a night.

16. (Sleep) We __________ 8 hours last night.

17. (Sleep) They ___________ 2 hours last night.

18. (Write) I ____________ a letter yesterday.

19. (Write) I ___________ a letter now.

20. (Write) I ____________ to my mother every week.

21. (Write) She _____________ a letter now.

22. (Write) She _____________ a letter everyday.

23. (Write) She _____________ a letter yesterday.

24. (Come) I ____________ home late yesterday.

25. (Come) She ____________ home now.

26. (Come) I ____________ home at 6 P.M. everyday.

POST-TEST (cont'd)

LEVEL B

TERM 4

Fill the correct verb tense for these questions.

1. (Sleep) ____________ you ____________ now ?

2. (Sleep) ____________ you ____________ last night ?

3. (Sleep) ____________ you ____________ 8 hours every night ?

4. (Sleep) ____________ she ____________ right now ?

5. (Sleep) ____________ she ____________ last night ?

6. (Sleep) ____________ she ____________ every night ?

7. (Go) _____________ you _____________ home now ?

8. (Go) _____________ you _____________ home last night ?

Make these negative:

1. I'm coming now.

2. She sat in the chair yesterday.

3. She saw me yesterday.

SCORING SCALE

LEVEL B

Term 4

Scoring

7- Excellent Improvement at level
6- Superior
5- Good improvement
4- Satisfactory Improvement
3- Fair
2- Poor quality of work
1- Very poor quality
0- No progress shown

Category

1. Standard Pronunciation (S.P.)
2. Language Structures (L.S.)
3. Listening Comprehension (L.C.)
4. Fluency and Oral Production (F.\O.P.)
5. Vocabulary (Voc)
6. Written Production (W.P.)

Student Progress Reports

Level B

Term 4

Progress Scale As Follows:

7 - Excellent progress. Ready for the next level.
6 - Excellent progress. Continue at this level because ________.
5 - Good progress in all areas continue at this level.
4 - Good progress in several areas: ________________
3 - Fair progress. Might improve if: _______________
2 - Fair progress. Background weak for this level.
1 - Poor progress. Possible reasons: ___________________
0 - Stopped attending. No score given at this time.

Score

6 - Aleman, Wilson - Excellent progress has made significant strides. Has begun to add grammatical connections to his considerable fluency.

6 - Bardales, Jeronimo - Has made excellent progress. Has worked very hard and often taken the initiative in trying to understand and learn grammatical structures could use more practice at this level.

5 - Bui, Dung Thi - Good progress in all areas particularly grammar needs more oral practice.

6 - Cu, Hong - Has made excellent progress. Displays a fine written knowledge of grammatical structures. Oral abilities have improved considerably. Could use more oral practice.

7 - Do, Thanh Xuan - Has reached a high level in her spoken and written english. I suggest she go to the next level.

1 - Idrovo, Nuvia - Has made limited progress due to problems with erratic attendance and short attention span. Needs to work on her grammatical correctness to add to her considerable fluency.

4 - Mendez, Miguelina - Has made progress in eliminating long standing grammatical errors needs more work in this area. Has worked diligently on all assignments.

Student Progress Reports

Level B (cont'd)

Term 4

6 - Nguyen, Mai - Has worked hard and made excellent progress. Shows good listening comprehension and a good written knowledge of grammatical structures needs more oral practice.

5 - Nguyen, Yen - Displays considerable command of grammatical structures and word order. Has started to speak more and needs continued oral practice.

2 - Ouk, Sarim - Has made some progress. Has an increased but still limited knowledge, of the structures covered in class.

0 - Padilla, Luz - Attended only once.

0 - Perdomo, Ramon - Attended only once.

7 - Rivera, Rosalia - Has made excellent progress. Has a high skill level in all areas. Ready for the next level.

3 - Rodriguez, Grecia - Has worked steadily and made progress. Has a greater knowledge of grammatical structures. Has some difficulty in grasping material but does work at it and has improved.

6 - Solorzano, Maria - Has made noticeable progress. Shows greater understanding of grammatical structures and is helpful in explaining them to other students. Could use more practice and achieve greater fluency at this level.

Evaluation

Level B

Term 4

(Course evaluation by students)

1. Things I learned in class:

2. I Liked:

3. I didn't like:

4. My teacher can do these things to make the class better for me:

5. (Underline your answer.)

   I have improved my english:

   A) Not at all B) A little C) A lot

CLASS LIST

Level C

TERM-4

INSTRUCTOR: Nancy Esparta

TIME: 2:30-4:00

DAYS: Tues. & Thurs

NAME

1. Becerra, Segundo
2. Castano, Myrian
3. Espinosa, Felix
4. Mendoza, Alfonso
5. Montan, Dinelia
6. Orta, Josephina
7. Perdomo, Ramom
8. Reyes, Jose
9. Reyes, Beatriz
10. Robles, Ismael
11. Silva, Alice
12. Valencia, Bethsabe
13. Vera, Lucia
14. Valdez, Noemi
15. Wang, Xi Zhen

PRETEST-ESL

Level C

TERM-4

NAME:________________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?

2. What's your job called?

3. What is the first thing you do when you begin working?

4. What do you do next in your job as_______________? (see #2)

5. What else?

6. Tell me an important safety rule at Semi-Alloys.

7. What's your Social Security Number?

8. What's the phone number for Semi-Alloys?

PRE-TEST ESL (Con't)

Level C

TERM-4

ORAL COMMUNICATION ASSESSMENT

NAME:______________________ LEVEL:______

TESTER:____________________ DATE:______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

Outline

Level C

Term 4

The purpose of Level C in term 4 is to reinforce and continue the listening, speaking, reading and writing skills from previous terms. Specific jobs from the workplace will be highlighted with usage of structures and verb forms to increase oral fluency in the workplace.

Objectives:

1. Learning to use acquired standard english to communicate concerns and questions about job tasks.
2. Continuation of critical thinking skills.
3. Reading comprehension - Evaluation of job tasks, procedures, directives.

The objectives will be met using work texts from semi-alloys whenever feasible. Texts will be analyzed and re-stated by students. Grammatical structures to be integrated in these objectives will be:

1. Present perfect tense if verbs all 3 forms - Declarative, Negative, Interrogative.
2. Prepositions
3. Antonyms
4. Past progressive tense
5. Adjective and adverb usage

Methods:

1. Cooperative learning and peer tutoring using individuals and the group as resources to complete assigned tasks.
2. Simulation of job tasks especially verbal and written directions close structures.

Outline (cont'd)

Level C

Term 4

Methods:

3. Dictations
   Role play
   Individual and small group work

Evaluation:

1. Post-Test
2. Observation of oral production
3. Written evaluations of individual students

POST-TEST

LEVEL C

TERM 4

Instructor: Nancy Esparta

1. Give the word opposites for the following: You will earn extra credit for more than one answer.

   A) Hard-____________________

   B) Damage-____________________

   C) Satisfactory-_____________________

   D) Accept-____________________

   E) Add-___________________

   F) Plus-_____________________

   G) Greater(than)-____________________________

2. Use the given prepositions in the following sentences: of, between, for, to and until.

   1- The frame thickness ____________ standard Hi-Rel lids is per Semi-Alloys.

   2- You need to use visual sample size ____________ package combos.

   3- After dimensions are measured give FIR ______________ supervisors office.

   4- Hold all documents ________________ shipment is completed.

   5- Place all non-combo products _________________ two glass slides for inspection.

POST-TEST (cont'd)

LEVEL C

TERM 4

3. Change the following sentences to: 1) Negative form - and then 2) Interrogative form

1- Plastalloy combos must always be packaged in flat plastic boxes.

Negative-

Interrogative-

2- At the end of final inspection, John has applied a stamp to each tray.

Negative-

Interrogative-

3- The inspector has found cracks in the jumper chips.

Negative-

Interrogative-

4- The visual audit criteria has been in place since June 94.

Negative-

Interrogative-

5- Team #4 has reviewed the procedure for errors.

Negative-

Interrogative-

POST-TEST (cont'd)

LEVEL C

TERM 4

4. Use the past continuous forms of the verbs in parenthesis.

   1- They ______ ___________ the packages when the alarm sounded.(prepare)

   2- Abdula was sick on Sunday and he _____ __________ _______ to the company baseball game. (look forward to)

   3- Hector _______ __________ a newspaper when he went inside. (Read)

5. Respond in complete sentences.

   1- What were you doing at this time last year ?

   2- What was happening in your work area when you arrived this morning ?

NOTE: A response of "nothing" or "Nothing was happening" is not acceptable.

6. Supply appropriate adjectives or adverbs in the following sentences.

   1- I know that it is necessary to wear "booties" in the combo room but they're so ___________________.

   2- Employees of S.A. __________________ work long hours.

   3- We always speak _____________ English with our supervisors.

   4- We all make mistakes. Nobody's ________________.

POST-TEST (cont'd)

LEVEL C

TERM 4

5- I can't use this chair for my job. It's too ______________.

6- You're going to like working in the final inspection. It's ________________.

7- He can't see very ____________ without his glasses.

8- I need your help right away. Please come ______________.

9- T-shirt day is always fun. We always _______________.

10- Miguel never comes to class. He's _________________.

SCORING SCALE

LEVEL C

TERM 4

Scoring

7- Excellent Improvement at level
6- Superior
5- Good improvement
4- Satisfactory Improvement
3- Fair
2- Poor quality of work
1- Very poor quality
0- No progress shown

Category

1. Standard Pronunciation (S.P.)
2. Language Structures (L.S.)
3. Listening Comprehension (L.C.)
4. Fluency and Oral Production (F.\O.P.)
5. Vocabulary (Voc)
6. Written Production (W.P.)

STUDENT REPORTS

LEVEL C

TERM 4

1. S.P. - 4 S.B
   L.S. - 4
   L.C. - 3
   F\O.P. - 4
   Voc. - 4
   W.P. - 4

Total = 23

Student # 1 Shows consistent progress in class and on written assignments. He lacks practice in the language. If he could or would practice speaking more his progress would improve. His post-test was excellent.

2. S.P. - 4 R.C
   L.S. - 3
   L.C. - 3
   F\O.P. - 3
   Voc. - 2
   W.P. - 2

Total = 17

Student # 2 Began this term (#4) Her placement and pre-test scores showed a greater ability than was apparent on her post-test. An intelligent student, #2 suffers from being tired and coming to class late.

3. S.P. - 3 O.C
   L.S. - 2
   L.C. - 2
   F\O.P. - 2
   Voc. - 1
   W.P. - 1

Total = 11

Student # 3 Seems to have little background in his native language. This opinion is based on his difficulty with structures on level C. He is a regular attender and is eager to learn. Perhaps a move one level down would give him a more basic structural foundation.

STUDENT REPORTS (CONT'D)

LEVEL C

TERM 4

4. S.P. - 5 M.C
   L.S. - 6
   L.C. - 4
   F\O.P. - 6
   Voc. - 6
   W.P. - 5

Student # 4 continues to progress at a more satisfactory level, I would like to see Student # 4 use her acquired language in her job but unfortunately student # 4's position does not require great verbal communication. She is constantly good in all her work, in class and assignments.

5. Scoring is w\o the post-test score - student was absent the last 6 sessions of class.

   S.P. - 3 F.E
   L.S. - 3
   L.C. - 3
   F\O.P. - 4
   Voc. - 3
   W.P. - 3
Total = 19

Student # 5 His erratic attendance Make a Proper evaluation impossible. Progress in previous terms have been average or above.

6. S.P. - 4 M.F
   L.S. - 4
   L.C. - 5
   F\O.P. - 4
   Voc. - 4
   W.P. - 4
Total = 25

Student # 6 Fared moderately well for a new attender she is at her correct level of placement.

STUDENT REPORTS (CONT'D)

LEVEL C

TERM 4

7. S.P. - 3   A.M
   L.S. - 5
   L.C. - 4
   F\O.P. - 4
   Voc. - 5
   W.P. - 5
Total = 26

Student # 7 Continues good progress in all areas except pronunciation. He is most difficult to understand and needs intense oral practice. His knowledge of english however is very good.

8. S.P. - 4   M.M
   L.S. - 4
   L.C. - 5
   F\O.P.- 4
   Voc. - 4
   W.P. - 4
Total = 25

Student # 8 Transferred from a lower level and has shown a good grasp of level C's work. She is diligent to the point of coming to class when she was on vacation from work.

9. S.P. - 3   D.M
   L.S. - 4
   L.C. - 3
   F\O.P. - 4
   Voc. - 3
   W.P. - 4
Total = 21

Student # 9 Shows consistent progress over the 4 terms. She needs to be prodded however, to use english at all times in class. I suspect this is true on the job site as well.

STUDENT REPORTS (CONT'D)

LEVEL C

TERM 4

10. S.P. - 4 C.N
L.S. - 4
L.C. - 4
F\O.P. - 4
Voc. - 4
W.P. - 4
Total = 24

Student # 10 Transferred from a lower level this term. She is a hard working student who is quick to suggest what she needs in English. She is at grade level in language.

11. S.P. - 5 B.R
L.S. - 5
L.C.- 4
F\O.P. - 4
Voc. - 4
W.P. - 6
Total = 28

Student # 11 Has great potential in language and on the job. An inherent intelligence and quick perception makes her a candidate for promotion. She needs encouragement and challenge from her supervisors. Although she could move to the "Q" level she prefers to stay with level "C" for the final term.

12. S.P. - 5 I.R
L.S. - 5
L.C. - 5
F\O.P. - 4
Voc. - 5
W.P. - 6
Total = 30

Student # 12 Is content to do well at this level of study. It has been suggested that he move up to level "Q", he has declined. His work is consistent and shows improvement.

STUDENT REPORTS (CONT'D)

LEVEL C

TERM 4

13. S.P. - 3 A.L
L.S. - 3
L.C. - 2
F\O.P. - 3
Voc. - 3
W.P. - 1
Total = 15

Student # 13 Although very bright is extremely lazy about using her innate abilities. She adapts an immature behavior in class and is rarely prepared. Having recently received a job change within the company she exhibits little interest in bettering her language capabilities.

14. S.P. - 3 N.V
L.S. - 3
L.C. - 2
F\O.P. - 4
Voc. - 3
W.P. - 4
Total = 19

Student # 14 Shows slight progress. She is extremely timid and self-conscious in class. She does her work however and shows some improvement.

15. S.P. - 3 B.V
L.S. - 2
L.C. - 2
F\O.P. - 3
Voc. - 3
W.P. - 2
Total = 15

Student # 15 Has not progressed well this term. I am aware of certain job pressures that have prevented her from showing mashed progress. Needs more class time and individual study to show greater progress.

STUDENT REPORTS (CONT'D)

LEVEL C

TERM 4

16. Total = 0 L.V

Student # 16 Only attended a few classes and all attempts to find out the reason have been met with failure. I am dropping the student from the class.

17. S.P. - 2 X.W
L.S. - 3
L.C. - 3
F\O.P. - 3
Voc. - 4
W.P. - 5
Total = 20

Student # 17 Transferred to level "C" for term 4. She has great difficulty with pronunciation yet her written production is very good. I expect continued progress the next Term.

CLASS

LEVEL Q

TERM 4

Instructor: John Kacandes

Name of Student	Code #
1. Campo, Jaime	7
2. Campo, Lilliana	10
3. Chavez, Lucy	9
4. Duran, Naomi	1
5. Fianu, Nicholas	14
6. Gorecka, Halina	11
7. Janicki, Tadeus	3
8. Lora, Carmen	6
9. Rodriguez, Tony	8
10. Sedano, Pilar	13
11. Nita, Marcel	16
12. Zelaya, Karla	4
13. Ortiz, Ana	15
14. Ortiz, Alba	5
15. Mancera, Enrique	2
16. Brito, Rita	12

PRE-TEST

LEVEL Q

TERM 4

NAME:________________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?
2. What's your job called?
3. What is the first thing you do when you begin working?
4. What do you do next in your job as_______________? (see #2)
5. What else?
6. Tell me an important safety rule at Semi-Alloys.
7. What's your Social Security Number?
8. What's the phone number for Semi-Alloys?

PRE-TEST(Cont'd)

LEVEL Q

TERM 4

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:_______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

FINAL REPORT

LEVEL Q

TERM 4

Name of Student	Code #	Total Attendance
1. Campo, Jaime	7	11
2. Campo, Lilliana	10	20
3. Chavez, Lucy	9	21
4. Duran, Naomi	1	20
5. Fianu, Nicholas	14	20
6. Gorecka, Halina	11	13
7. Janicki, Tadeus	3	0
8. Lora, Carmen	6	22
9. Rodriguez, Tony	8	19
10. Sedano, Pilar	13	18
11. Nita, Marcel	16	4
12. Zelaya, Karla	4	0
13. Ortiz, Ana	15	0
14. Ortiz, Alba	5	0
15. Mancera, Enrique	2	0
16. Brito, Rita	12	0

Pre-Post Scores
Level Q
Term 4

Student Name	Voc. Sentences		Use in sentences	
	PRE	POST	PRE	POST
1. Campo, Jaime	Abs	Abs	Abs	Abs
2. Campo, Lilliana	79	90	68	78
3. Chavez, Lucy	82	94	87	84
4. Duran, Naomi	82	98	Abs	Abs
5. Fianu, Nicholas	91	95	85	89
6. Gorecka, Halina	88	96	95	75
7. Janicki, Tadeusz	Abs	Abs	Abs	Abs
8. Lora, Carmen	86	96	Abs	Abs
9. Rodriguez, Tony	99	92	Abs	Abs
10. Sedano, Pilar	Abs	Abs	85	89

Scores-2

vel Q

m 4

	S	p ntences Post	Employer Applications 55 Questions Pre	 Post
1.	Ca	Abs	60	72
2.	Ca	98	63	79
3.	Ch	90	65	70
4.	Du	94	Abs	Abs
5.	F	52	72	85
6.	Ge	93	90	91
7.	Ja	Abs	Abs	Abs
8.	L	96	65	70
9.	Ro	86	76	84
10.	S	96	62	76

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Pre-Post Scores-3

Level Q

Term 4

	Student Name	Verb Use		Sentences use verbs	
		Pre	Post	Pre	Post
1.	Campo, Jaime	Abs	Abs	Abs	Abs
2.	Campo, Lilliana	72	99	76	94
3.	Chavez, Lucy	72	98	79	89
4.	Duran, Naomi	86	98	Abs	Abs
5.	Fianu, Nicholas	86	98	85	93
6.	Gorecka, Halina	72	98	91	97
7.	Janicki, Tadeusz	Never Attended			
8.	Lora, Carmen	86	96	70	89
9.	Rodriguez, Tony	86	98	84	94
10.	Sedano, Pilar	83	93	76	93

SCORING SCALE

LEVEL-Q

Term 4

Scoring

7- Excellent Improvement at level
6- Superior
5- Good improvement
4- Satisfactory Improvement
3- Fair
2- Poor quality of work
1- Very poor quality
0- No progress shown

Category

1. Standard Pronunciation (S.P.)
2. Language Structures (L.S.)
3. Listening Comprehension (L.C.)
4. Fluency and Oral Production (F.\O.P.)
5. Vocabulary (Voc)
6. Written Production (W.P.)

Evaluations

Level Q

Term 4

Rating Scale:

1 - Doing Well - Makin good progress
2 - Trying - but progress is slow
3 - Not showing much overall improvement
4 - Cannot comment - Inadequate test taking and attendance

Students identified by code

12 - Never attended term 4

7 - Inadequate attendance in term 4, only 7 classes of 23

10 - Attended well and did well enough to continue. (1)

9 - Missed some classes but tries her best at all times, will continue to make good progress. (2)

1 - Missed few classes - but performed her best asking good questions and doing the work. (1,2)

14 - Excellent worker with outstanding attendance can do G.E.D. work. (1)

11 - Best pupil in class has good education in Europe can tackle college work. (1)

3 - Could not attend term 4 was on a project

6 - Good attendance works as much as possible and ask good questions. (2)

8 - Very ambitious and doing good work. (1)

13 - Did work beyond the call of duty. (1)

CLASS LIST

LEVEL A

TERM 5

Instructor: Sally Fagan

1. Arriaga, Margarita
2. Bardales, Angela
3. Buxo, Ada
4. Herrera, Alcides
5. Herrera, Ramon
6. Jimenez, Victoria
7. Lavigat, Petronila
8. Martinez, Maria
9. Porras, Mirza
10. Santana, Ada
11. Thach, Hoa
12. Thach, Lan
13. Yen, Ry

PRETEST

LEVEL A

TERM-5

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?
2. What's your job called?
3. What is the first thing you do when you begin working?
4. What do you do next in your job as_______________? (see #2)
5. What else?
6. Tell me an important safety rule at Semi-Alloys.
7. What's your Social Security Number?
8. What's the phone number for Semi-Alloys? (914) 664-2800

ORAL COMMUNICATION ASSESSMENT

NAME:______________________ DATE:_____________ LEVEL:______
TESTOR:____________________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

COURSE OUTLINE

LEVEL A

TERM 5

The purpose of level A is for students to learn fundamental listening, speaking and reading skills in English with special concentration on vocabulary used in the workplace.

Objectives:

1. Competency in oral production of communication strategies for greetings, question formation, ability/inability, agreement, reporting information, certainty/uncertainty, checking and indicating understanding, clarification and focusing attention.

2. Integration of grammatical structures with above strategies.

A. Simple present tense
B. Present progressive tense in affirmative, negative and question forms.
C. Subject pronouns and possessive adjectives
D. Basic prepositions
E. Information questions with what, where, when and how.
F. Common adjectives and adverbs
G. Count/Non-count nouns
H. Can, Can't

3. Usage of vocabulary pertinent to the workplace in conjunction with the above strategies and structures.

4. Mastery of common general terms.

A. Alphabet
B. Calendar (days of the week, month)
C. Clock time
D. Safety signs

5. Methodology: Individual and small group practice; Role playing; Small group work; Pronunciation practice and correction; Dialogues; Dictionary usage; Video, Tapes and listening practice.

Evaluation: pre and post tests, as well as oral quizzes throughout the term.

POST-TEST

LEVEL A

TERM 5

1. What's today ?
2. What's tomorrow ?
3. What's today's date ?
4. How old are you ?
5. What time is it ?
6. Count by tens from 0 - 100.
7. What's this ? (point to shirt, jacket, sweater...)
8. Whose (shirt, jacket, sweater...) is it ?
9. Write your own name on this paper.
   Question - What are you doing now ?
10. Touch your - (nose, mouth, eyes, arm , leg....)
    Question - What are you doing ?
11. Pick up the (pen, pencil, book, crayon....)
    Question what are you holding ?
12. Close the (window, door, bag ...)
13. Where's the (pencil, pen, cup...)
    Answer - it's (in, on, under...) the (table, chair, book ...)

14. - 24. Vocabulary - identifying pictures of parts of the body and items of clothing, etc...

Student Progress Reports

Level A

Term 5

Student No.	Eval. No.
1. Excellent comprehension and oral expression - needs more practice in pronunciation.	(6)
2. Student making impressive progress - and has a very positive attitude. Needs more practice in sentence structure and conversation.	(6)
3. Student is very shy in expressing herself - due to lack of self confidence. She is making good progress and oral production is improving.	(3)
4. Has very good comprehension skills and carefully processes questions and considers responses. Student has an excellent attitude and progress is above average.	(6)
5. Student makes an effort to comprehend - needs much more practice in oral production, listening and reading skills.	(1)
6. Student has a good serious attitude towards learning the language - Will express frustration if assigned work is not understood. Steady progress is being made.	(3)
7. Student has a positive attitude and putts much effort in attempt to learn and use english. Excellent progress is being made.	(3)
8. Very slow progress. This student would benefit from small group dynamics within the classroom setting.	(1)
9. student comprehends well and is making steady progress. Needs more practice in oral expression and vocabulary skills.	(5)

Student Progress Reports (Cont'd)

Level A

Term 5

10. (4)
Student has good vocabulary skills. Comprehension and oral expression are steadily improving. Needs more practice in thinking through sentence structure.

11. (1)
Very slow progress - could be due to shyness and inability to have any discourse with other students. This is another student that might benefit in a small group within the classroom structure.

12. (1)
Progress is limited. Hopefully, would benefit within a small group which would encourage conversation and repartee.

13. (5)
Student has made excellent progress and has grown in comprehension and vocabulary usage. Needs more practice in constructing sentences and use of verb tenses.

CLASS LIST

LEVEL B

TERM 5

Instructor: Joyce Fish

1. Aleman, Wilson
2. Bui, Dung
3. Cu, Hong
4. Do, (Thanh) Xuan
5. Figueroa, Maria
6. Idrovo, Nuvia
7. Mendez, Miguelina
8. Mesa, Margarita
9. Narvaez, Jose
10. Nguyen, Mong Cuc
11. Nguyen, Yen
12. Rodriguez, Grecia
13. Solarzano, Maria

OUTLINE

LEVEL B

TERM 5

Purpose: The purpose of Level B, Term 5, is to increase students' fluency and confidence in using English, and to improve listening, pronunciation, and reading skills, with special concentration on vocabulary used in the workplace. Students will continue to practice writing skills, primarily to reinforce other skills.

Objectives:

1. Competency in oral production of such workplace situations as: giving commands, making requests, giving or responding to directions, giving information, seeking permission, expressing intentions, stating opinions, giving polite replies
2. Competency in listening to conversations or instructions and demonstrating comprehension of them.
3. Ability to read and summarize or demonstrate comprehension.Readings include workplace-related narratives.
4. Ability to read aloud, using correct pronunciation and intonation.
5. Ability to plan, write, discuss, and evaluate workplace conversations and narratives.
6. Ability to use a variety of study techniques.
7. The above objectives will be met using contexts which include the following grammatical structures:

OUTLINE (Cont'd)

LEVEL B

TERM 5

The following grammatical structures, are each introduced in the context of a conversation or reading. They are practiced in a communicative context primarily.

Past tense
  Regular verbs, formation and pronunciation
  Irregular
Simple present tense
Present continuous
Future with will; going to
Questions
Negatives
Commands
Pronouns and possessive adjectives
Introduction to past continuous

****

PRACTICE IN USING STUDY AIDS

Using a Grammatical Reference Chart to check correct usage of tenses

LESSON 1

LEVEL B

TERM 5

My name is ____

I am from ____

I came to the U.S. in 19____

I started working at Semi-Alloys in 19____

I work in _________________________department.

My job is ____

I start at ______ o'clock. I stop at _____ o'clock.

I work _____ days each week.

My lunch time is from ______ to_____

TAlK and WRITE ABOUT YOU

Do you have other family in the U.S.? Who?

Do they live with you? If not, where do they live?

Do you have family that lives in your country now? Who? When did you see them last?

Tell about some things that happened to you this summer
at work:

at home:

in class:

What do you want to learn about next in class?

Are there some things that you don't want to study or do in class?

LESSON 2

LEVEL B

TERM 5

Pronoun practice. Subject and object pronouns.

Group A

1. (Talk about yourself:)
_____ can see the picture.

2. Hong is going to talk.
______ will whisper.

3. Wilson whispered.
_____ said something funny.

4. (Talk about yourself and the others in your group.)
_______ are having fun!

5. Ha, ha! Look at those people.
________ can't see the picture.

Group B

1. (Talk about yourself:)
Tell ______ about it.

2. Ask _____ to speak louder.

3. I didn't hear ______.

4. (Talk about yourself and the others in your group)
Let ______ all see the picture.

5. Look at those people laughing! I'm getting angry with _________.

LESSON 3

LEVEL B

TERM 5

Name ______________________________________

In this story, Laura = woman
Ben and Hank = men
Russ = man
Pat = woman

Use the correct pronoun in each blank: he, she, it, they, we, her, him, us, them.

Laura is a supervisor. ______ (Laura) is in charge of 5 people.

Ben and Hank are new employees. _____________ (Ben and Hank) often ask _______ (Laura) questions.

Sometimes another worker, Russ, can help __________ (Ben and Hank).

But _________ (Russ) doesn't always explain things clearly. When ________________ (Ben and Hank) ask ________ (Russ) to repeat, _______ (Russ) gets angry.

An older woman, Pat, wrote the procedure on a paper. _________ (Pat) showed _________ (the paper) to __________ (Ben and Hank).

LESSON 3 (Cont'd)

LEVEL B

TERM 5

Then Russ drew some pictures of how to do the job. __________
(the pictures)
were very good pictures.

The new men looked at __________.
(the pictures.)

____________ said, "Oh, now __________ understand. Thanks for
(The new men)

helping _________."

LESSON 4

LEVEL B

TERM 5

Name ______________________________

Pronoun Practice: he, she, it, we, they, us, them, her, him

First, fill in the names as the teacher tells you. Write them in the circles, only.

1. ____________ is looking at a book. Now ___________ is laughing.
(Man's name)

2. _____________ wants to see ____________.
(woman's name) (the book)

3. Now _____________ is sharing __________ with __________.
(Same man) (the book) (same woman)

Now put pronouns in the blanks above. (#1,2, 3)

Fill in the names as the teacher tells you, in the circles only.

4. ____________________ is looking at two books. ________ is
(another woman's name) (same woman)
reading ____________.
(the books)

5. ______________________ wants to read, also. Now, __________
(another man's name) (same woman)
is sharing ____________ with ____________.
(the books) (same man)

LESSON 4 (Cont'd)

LEVEL B

TERM 5

6. Some people in the class didn't know how to use pronouns before. Now those people say, " ________ are glad to study this. These pronouns are much clearer to _______ now."

Put pronouns in the blanks above. (# 4, 5, 6)

LESSON 5

LEVEL B

TERM 5

Vocabulary for "Luxury Hotel"

1. own	Something that belongs to you. I own a car.
2. owner	Person that owns something. Who is the owner of that car?
3.luxury	Something that is very nice and very expensive.
4. expensive	Costs a lot of money
5. thick	Has a lot of something all near together. The dog has thick hair.
6. carpet	A rug, for the floor.
7. guests	People who come to your house to visit are your guests. People who pay to stay in a hotel are hotel guests.
8. soft music	Very quiet, not loud
9. probably	You'll probably understand these words means that I think you will understand, but I'm not completely sure.
10. polite	A person who says please and thank you and is careful of other people's feelings is a polite person
11. furniture	Tables, chairs, beds, etc.
12. noisy	Not quiet; makes noise
13. lie	1. lie down= when you go to bed 2. tell something that's not true. She told a lie. She said she's 35 years old, but she's really 40.
14. take care of	Parents take care of their children. They give them food, home, education, and are careful with them.
15. reservation	A place that is saved for you if you call or write before you go there. They made reservations for the restaurant.

LESSON 6

LEVEL B

TERM 5

NEGATIVES WITH DON'T, DOESN'T, DIDN'T

Look at these sentences. Are they present or past?

Correct them.

1. I no have a pet.
2. He no came to class.
3. He no got that paper yesterday.
4. He no got that paper now.
5. She no like that job.
6. The book no has any pictures.
7. She no sees anything very well because she need glasses.

These sentences are correct with the word no in them:

8. I have no car.
9. We had no class last Thursday.
10. I see no pencils there.

Can you write #8-10 a different way, without the word no ?

LESSON 7

LEVEL B

TERM 5

NOT MUCH PAY!

On pay day, two friends were opening their pay envelopes.

One of them looked at his wages and looked at his salary stub. He shook his head sadly and said, "Why do they call this little bit of money take-home pay?"

The other man answered, "Because that's the only place you can afford to go with it!"

LESSON 8

LEVEL B

TERM 5

Using Possessives

NOT MUCH PAY

On pay day, two friends were opening ________ pay envelopes.

One of them, a man, looked at _______ wages and looked at ______ salary stub. He shook _________ head sadly and said, "Why do they call this little bit of money take-home pay?"

The friend was a woman. She looked in _______ envelope, and answered, "Because that's the only place you we can afford to go with it!"

LESSON 9

LEVEL B

TERM 5

PRONOUN PRACTICE

she	he	I	you	we	they	it
her	him	me	your	us	them	its
	his	my		our	their	it's

1. What did A________________ do to Mrs. Fish?

________ took ______ coat.

2, What did Mrs. Fish do ?

________ got angry with _______.

3. What did A__________ do?

_____ just went and sat in _______ chair.

4. What did B_____________ and the others do?

While ______ was singing, _________ covered _________ ears.

________ didn't listen to _______.

5. What did all of you do when the 2 continued, after the singing stopped?

_________ laughed at _________.

6. Who is older, all of you or the teacher?

_______ is older than all of _______.

LESSON 9 (Cont'd)

LEVEL B

TERM 5

7. C____________ wants to write but D________________ wants to talk. What does C________________ say?
"Will _______ please be quiet? ________ want to write _______ paper. Please don't talk to _______. Please write _________ paper, too."

8. Oh, look at that pretty tree. ______ still has ______ leaves. But ______ going to lose ______ soon.

TEST 2

LEVEL B

TERM 5

Name ______________________________

(Do, does, did)

1. __________ you ever have a pet?

2. When you lived in your country, ________ most people have pets?

3. ________ any of your acquaintances here in the U.S. give their pets a lot of attention?

4. Why ________ some people treat animals like people?

5. ________ your teacher have a pet now?

6. How much _______ it cost to feed a dog these days?

TEST 3

LEVEL B .

TERM 5

Name____

Vocabulary Test

1. _______________________ are people who try to win money by playing games.
(alcoholics, tempters, gamblers, psychologists)

2. They _______________ on cards, horses, or roulette wheels, and hope to win.
(member, tempt, control, bet)

3. Many of these people ask to __________________ money from friends, but the friends never get the money back.
(lend, hay, guess, borrow)

4. When these people with a problem talk to others with the same problem, they can all tell their own stories. Those who don't have the problem any more can ____________ stories of what they did to get control of themselves.
(organization, share, habitual, anonymous)

5. People with problems like cancer or other long sicknesses also get help ______________ different support groups.
(through, arrange, prepare, deliver)

TEST 4

LEVEL B

TERM 5

Name ______________________________________

Vocabulary Test from "Luxury Hotel"

1. They bought a _______________ for the floor.

2. He opens the door for other people. He is _____________.

3. She is staying at my house this week. She is my __________.

4. Her voice is very ____________. I can't hear her.

5. They don't let their cat jump on the chairs or table. They want to keep their ______________ looking like new.

Words

luxury

expensive

thick

carpet

noisy

guest

soft

owner

polite

furniture

reservation

noisy

POST-TEST SCORES

LEVEL B

TERM 5

The two parts of the test were given on different days, and scored separately, to determine learning in the areas of structure most emphasized this term.

Part I: Pronouns and Possessives

85% and above	6
70-78%	3
Failing	2

Part II: Verb Tenses

80% and above	3
65-75%	4
Failing	3

POST-TEST

LEVEL B

TERM 5

Name________________________________

PRONOUNS

we
1. All the workers in us department come on time.
our

We
2 . Us try to do good work.
Our

I
3. Me boss is usually happy.
My

he
4. The job is easy for him .
his

He
5. Him tells funny stories.
His

He
6. Him wife is a supervisor, too.
His

She
7. Her works in another department.

she
8. The people in her department are good workers.

They
9. Them work fast.
Their

POST-TEST (Cont'd)

LEVEL B

TERM 5

they
10. The boss is happy with them production.
their

they
11. That boss also tells funny stories to them
their

I
12. Me have a friend in that department.
My

I
13. She told me one of the stories.
my

we
14. It was the same story that the boss told us today!
our

POST TEST

LEVEL B

TERM 5

Name____________________________

USING THE SIMPLE TENSES

SIMPLE PRESENT:
Jose is a manager. He usually (begin)____________ work very early. But he (stay, neg)__________________ late very often, because his friend, Reba, (pick) ________________ him up in her car at 4.15 p.m every day.

****

PAST: Last week, Reba (arrive, neg.) __________________ at 4.15. Jose (know, neg.) ____________________ why. What time (she come?) ________________________? At 5 p.m. While he was waiting, Jose (think)________________________ about his work.

*****

FUTURE: "Tomorrow I (write)________________ a new report, but I (finish, neg.) _____________________ it until next week, so I can do it very well."

****

PAST: He started to plan the report. Later he (look)_____________ out the window.

****

PRESENT CONTINUOUS: "Oh, good. Reba (come)________________ down the street now. Why (she drive)________________ so slowly? I can see that she (smile, neg.)_________________. Maybe the car is damaged."

****

PRESENT: "I'm glad she (have)_________ a brother. We may need to call him to come. It's late, but I ______ happy about my report plan."

PROGRESS REPORT

LEVEL B

TERM 5

Progress Scale: 8 points as follows:

7 Excellent progress. Ready for the next level.
6 " " Continue at this level because_____________
5 Good progress in all areas. Continue at this level.
4. Good progress in several areas:______________________________
3. Fair progress. Might improve if______________________________
2. Fair progress. Background weak for this level.
1 Poor progress. Possible reasons:______________________________
0 Stopped attending. No score given at this time.

****

Students Identified by Roman Numeral Only

7 Student I. Excellent progress in all areas. Ready for next level.

7 Student II. Excellent progress in all areas. Ready for next level.

6/7 Student III. Excellent progress. Needs more vocabulary and needs to continue practicing his new knowledge of structures. Continues to ask excellent questions, and paraphrases answers in ways that are meaningful to him and others. Could perhaps go to Level C, dependent on the composition of that level next term.

6/7 Student IV. Excellent progress. Needs more vocabulary and more security in use of correct structures. Could perhaps go to Level C, dependent on the composition of that level next term.

6 Student V. Is learning vocabulary and structures rapidly, and is able to speak and understand more now. She came with less English than most in the level. A diligent student.

4 Student VI. Gradual improvement in vocabulary and structures while we are studying them. Gradually overcoming shyness to participate a little more. Needs more opportunity to practice English outside of class.

Has been in this class since the program began. Program policy should be determined as to whether such students should try the next level or be dropped.

PROGRESS REPORT (Cont'd)

LEVEL B

TERM 5

4 Student VII. Good progress in pronunciation and reading comprehension. Gradual improvement in correct usage and vocabulary. Needs more oral and written fluency.

3 Student VIII. Fair progress. She says she has less opportunity to speak English in her present job. She is creative and sociable and has more vocabulary and more potential listening comprehension than most students at this level. However, she needs to listen and read more attentively, both for the intent of what is said and for word endings. Needs help in following directions. Has been in this class since the program began. Program policy should be determined as to whether such students are to try the next level or be dropped.

3 Student IX. Fair progress. Is self-conscious of her weak ability to read or write, but with encouragement and individual help, she is improving. Oral vocabulary is good. Pronunciation shows a little improvement. She started evening classes, but disliked them. Should be encouraged to find a satisfactory literacy class in addition to this class.

1 Student X. Poor progress. Attendance is erratic. She is self-conscious of her weak literacy skills, and seems to need a different setting to improve. Often needs coaxing to participate in discussions or other class activities. Panics and is unable to understand directions for written practices or tests. With individual help, can perform to some degree. Program policy should be determined as to whether such students should be dropped, or whether some other type of class can be created.

0 Student XI. No score given, because she has been absent due to an operation. Was making excellent progress through October 13.

0 Student XII. Stopped attending. No score given at this time. Has had poor attendance in past terms, also.

PROGRESS REPORTS
SUMMARY

LEVEL B

TERM 5

Progress Scale: 8 points as follows:

7. Excellent progress. Ready for the next level.
6.   "   "   Continue at this level because______________
5. Good progress in all areas. Continue at this level.
4. Good progress in several areas:________________________________
3. Fair progress. Might improve if________________________________
2. Fair progress. Background weak for this level.
1 Poor progress. Possible reasons:________________________________
0 Stopped attending. No score given at this time.

SUMMARY OF SCORES

Score	# of students
7	2, promoted during the term in addition to these end-term scores:
7	2
6/7	2
6	1
5	--
4	2
3	2
2	--
1	1
0 (stopped attending)	2
Total:	14

EVALUATION

LEVEL B

TERM 5

1. Things I learned in class:

2. I liked:

3. I didn't like:

4. If there are any more classes, I want

5. Other comments

CLASS LIST

LEVEL C

TERM 5

Instructor: Nancy Esparta

1. Bercerra, Segundo
2. Calderon, Rosa
3. Carbajal, Oscar
4. Castagna, Myriam
5. Figueroa, Maria
6. Mendoza, Alfonso
7. Mesa, Margarita
8. Montan, Dinelia
9. Nguyen, Cuc
10. Reyes, Beatriz
11. Robles, Ismael
12. Silva, Alice
13. Valdez, Noemi
14. Valencia, Bethsabe
15. Wang, Xi Zhen

PRETEST-ESL

Level C

TERM-5

NAME:_________________________________

DIRECTIONS: All of the questions are about Semi-Alloys jobs. We are talking about them to see how well you speak English. Your answers are only for the Mercy College teachers.

1. What's your department?

2. What's your job called?

3. What is the first thing you do when you begin working?

4. What do you do next in your job as_______________? (see #2)

5. What else?

6. Tell me an important safety rule at Semi-Alloys.

7. What's your Social Security Number?

8. What's the phone number for Semi-Alloys?

PRE-TEST ESL (Con't)

Level C

TERM-5

ORAL COMMUNICATION ASSESSMENT

NAME:________________________ LEVEL:______

TESTER:______________________ DATE:_______________

SCORING SHEET

SCALE

Excellent to very good:	4 points
Good to average:	3 points
Fair to poor:	2 points
Very poor:	1 point

CATEGORY	SCORE (1-4)
STANDARD PRONUNCIATION	
STANDARD LANGUAGE STRUCTURES	
LISTENING COMPREHENSION (on level)	
FLUENCY (on level)	
VOCABULARY (on level)	
TOTAL SCORE	

COURSE OUTLINE

LEVEL C

TERM 5

The purpose of Level C in term 5 is to reinforce and continue the listening, speaking, reading and writing skills from previous terms. Specific jobs from the workplace will be highlighted with usage of structures and verb forms to increase oral fluency in the workplace.

Objectives:

1. Learning to use acquired standard english to communicate concerns and questions about job tasks.
2. Continuation of critical thinking skills.
3. Reading comprehension - Evaluation of job tasks, procedures, directives.

The objectives will be met using work texts from semi-alloys whenever feasible. Texts will be analyzed and re-stated by students. Grammatical structures to be integrated in these objectives will be:

1. Present perfect tense if verbs all 3 forms - Declarative, Negative, Interrogative.
2. Prepositions
3. Antonyms
4. Past progressive tense
5. Adjective and adverb usage

Methods:

1. Cooperative learning and peer tutoring using individuals and the group as resources to complete assigned tasks.
2. Simulation of job tasks especially verbal and written directions close structures.

COURSE OUTLINE (Cont'd)

LEVEL C

TERM 5

Methods:

3. Dictations
   Role play
   Individual and small group work

Evaluation:

1. Post-Test
2. Observation of oral production
3. Written evaluations of individual students

LESSONS

TERM 5

LEVEL C

1. Introduce present progressive tense.
2. Use Clauses with "When", "While", "As".
3. Text: ON TARGET pp 46-48

9/13

1. Text: True stories in the news pp 53-56
2. Using Pr. Prog. Tense - complete exercises for:
a. Understanding details
b. Sequencing
c. Inference
d. Discussion p. 60

9/15

1. Dictation
2. Homonym worksheet
3. Spot drill #44

9/20
1. Text: True stories pp. 58-60
a. Complete all exercises orally

9/22

1. Dictation from p. 58

9/27

1. Dialogue: "Techtronics should care"
2. Discuss ramifications of situation portrayed in dialogue as it pertains to workers.

9/29
1. Spot Drills #46 - Pres. perfect regular + irregular particles
a. Hand out verb list.

10/4

1. Unit 11 pp. 37-41
2. Pronouns (it, they, them, some, one, any)

10/6

Dictation from thursday.
1. Repeat spot drill.

LESSONS (Cont'd))

LEVEL C

TERM 5

1. Unit 20 - News for you
a. Reading comprehension
b. Oral exercises

10/18
1. Relative clauses using "who, that"
a. Text: On Target pp. 86-88

10/20
Continue lesson from 10/18
1. Identify Clauses
2. Relate Meaning
3. Vocabulary

10/25
1. Spot drill #48
2. On target p.92
 a. discuss stress its causes and how to deal with it.
 b. writing exercises on stress.

10/27

1. expressions with verb take
2. on target- reading-discussion
3. What it means to be the best.

11/1

1. text: on target pp. 95-98
2. exercises for comprehension, sequencing

11/3

1. In the news pp. 81-84

11/8
1. present perfect tense: review
a. review all spot drills
b. how students form sentences.

11/10

1. Reading - News for you pp. 87-91
2. All exercises
3. Go over all topics on final exam.

POST-TEST

LEVEL C

TERM 5

Instructor: Nancy Esparta

1. Give the word opposites for the following: You will earn extra credit for more than one answer.

A) Hard-___________________

B) Damage-___________________

C) Satisfactory-____________________

D) Accept-___________________

E) Add-__________________

F) Plus-____________________

G) Greater(than)-___________________________

2. Use the given prepositions in the following sentences: cf, between, for, to and until.

1- The frame thickness ___________ standard Hi-Rel lids is per Semi-Alloys.

2- You need to use visual sample size ____________ package combos.

3- After dimensions are measured give FIR _____________ supervisors office.

4- Hold all documents _______________ shipment is completed.

5- Place all non-combo products ________________ two glass slides for inspection.

POST-TEST (cont'd)

LEVEL C

TERM 5

3. Change the following sentences to: 1) Negative form - and then 2) Interrogative form

1- Plastalloy combos must always be packaged in flat plastic boxes.

Negative-

Interrogative-

2- At the end of final inspection, John has applied a stamp to each tray.

Negative-

Interrogative-

3- The inspector has found cracks in the jumper chips.

Negative-

Interrogative-

4- The visual audit criteria has been in place since June 94.

Negative-

Interrogative-

5- Team #4 has reviewed the procedure for errors.

Negative-

Interrogative-

POST-TEST (cont'd)

LEVEL C

TERM 5

4. Use the past continuous forms of the verbs in parenthesis.

   1- They ______ __________ the packages when the alarm sounded. (prepare)

   2- Abdula was sick on Sunday and he _____ __________ _______ to the company baseball game. (look forward to)

   3- Hector _______ __________ a newspaper when he went inside. (Read)

5. Respond in complete sentences.

   1- What were you doing at this time last year ?

   2- What was happening in your work area when you arrived this morning ?

NOTE: A response of "nothing" or "Nothing was happening" is not acceptable.

6. Supply appropriate adjectives or adverbs in the following sentences.

   1- I know that it is necessary to wear "booties" in the combo room but they're so ___________________.

   2- Employees of S.A. __________________ work long hours.

   3- We always speak _____________ English with our supervisors.

   4- We all make mistakes. Nobody's ________________.

POST-TEST (cont'd)

LEVEL C

TERM 5

5- I can't use this chair for my job. It's too ______________.

6- You're going to like working in the final inspection. It's ________________.

7- He can't see very ____________ without his glasses.

8- I need your help right away. Please come ______________.

9- T-shirt day is always fun. We always ______________.

10- Miguel never comes to class. He's ________________.

CLASS

LEVEL Q

TERM 5

Instructor: Joyce Fish

Name of Student	Code #
1. Campo, Jaime	7
2. Campo, Lilliana	10
3. Chavez, Lucy	9
4. Duran, Naomi	1
5. Fianu, Nicholas	14
6. Gorecka, Halina	11
7. Janicki, Tadeus	3
8. Lora, Carmen	6
9. Rodriguez, Tony	8
10. Sedano, Pilar	13
11. Nita, Marcel	16
12. Zelaya, Karla	4
13. Ortiz, Ana	15
14. Ortiz, Alba	5
15. Mancera, Enrique	2
16. Brito, Rita	12

OUTLINE

LEVEL Q

TERM 5

Develpment of curriculum

At the beginning of the term, students in Level Q could speak fluently and take dictation with reasonable accuracy and speed. They had specific knowledge of what their needs were. The term's curriculum was developed from their requests and from the instructor's observation that students had assessed their needs correctly.

Curriculum Outline

Pronunciation practice

Understanding formal and informal English

Use of idiomatic expressions

Essay writing: form and content

Systematic study of structures
- Irregular past participles
- Present perfect
- Past perfect
- Past continuous vs. simple past
- Passives--present, past
- Modal auxiliaries--subtleties of meaning
- Review of simple tenses, negatives, questions, infinitives

Use of verb charts for self-correction

Introduction to word forms, with use of dictionary

Reading for implied meaning

LESSON 1

LEVEL Q

TERM 5

Look at your Appendix Summary of Irregular Verbs (given 9/27/74)

Group 3 verbs to study: Put a 3 beside these, and study the 2 past forms of each:

begin, fall, fly, freeze, get, grow, hide, ring, steal, tear, throw.

Add to the bottom of the list: show, showed, shown

Choose the past perfect (had plus the 3rd form of the verb) to show the earlier action, and the past for the later action.

1. When I (get) ______________ there, the class (already begin)________________.

2. The ice (not freeze) ____________________ solid enough, so when the child stepped on it, it broke and she (fall) _________________ into the pond.

3. The rescue helicopter (fly) ______________________ over the same spot where it (fly) ____________________ before, searching for survivors.

4. (Today), he (see)_________________ that (yesterday) he (tear) _________________ an important paper and (throw) __________________it away.

5. She thought that she (show) __________________ the new worker how to do the procedure many times, but she patiently (show)__________ him again.

****

Answers

1. got, had already begun.
2. hadn't frozen , fell
3. flew, had flown
4. saw, had torn, (had) thrown
5. had shown, showed

LESSON 2

LEVEL Q

TERM 5

1. write, writing, written	
2. special, especially	You're especially good at this. This is a special order.
3. punctuation	
4. require	
5. than, then	She's faster than I am at assembly. Then why didn't she get a raise?
6. think, thing	I think I can find that thing.
7. pronunciation	
8. important	
9. built	

LESSON 3

LEVEL Q

TERM 5

Use the passive in these sentences.

Today's paper says that 1,000 military police (send) ______________ to Haiti. Their vehicles (unload)______________ from ships. At least 5000 Haitians (draw) _________________ to the beaches to watch. At least one boy who was watching (shoot) _______________ by Haitian military-backed gunmen . Clinton says that a UN force (send) ____________ into Haiti soon.

LESSON 4
LEVEL Q
TERM 5

Use the present passive in these sentences.

Combos (manufacture) ________________ at Semi-Alloys. First lids and frames (make) __________________. A very clean room (use) _______________ to assemble combos. Lead slugs (stamp) __________________. The lead (melt)_________________ in a pot. Delicate fiber-optic work (do) _________________ in assembly. Sometimes, a data entry mistake (make) ____________________. Then sometimes the mistake (fix) _______________by somebody else.

LESSON 5

LEVEL Q

TERM 5

Present perfect wherever it is correct to use it. Choose the correct tense for the other sentences.

1. She's my friend. I (know) ______________________ her for years.

2. When did he die? I (know) ______________________ him when he was young.

3. That company (write) ______________ me 4 letters. I'm going to call them.

4. I (see) ______________ her last week.

5. I'm not finished yet. I (do) ____________________ only half of this test so far.

Write the past and past participles of these verbs.

1. do
2. take
3. break
4. come
5. forget
6. steal
7. throw
8. tear
9. eat
10. speak

Write a correct sentence with the past of "come".

Write a correct sentence with the past perfect of "come".

LESSON 6

LEVEL Q

TERM 5

spelling Rules Requested by Students

1. Words that end with consonant plus -e:

to add -ing: cut off the -e

take	taking
write	writing

2. Words that end with consonant plus -y:

to add -ed, -es: change the -y to -i

(Note: Do NOT change the y before -ing)

cry	cried	cries	crying
empty	emptied	empties	emptying

3. Words that end with consonant, vowel, consonant: (cvc)

to add -ing, -ed: double the last letter

get	getting		
stop	stopping	stopped	stops
begin	beginning		begins

(Note: This rule is for words of one syllable, or words that are accented on the last syllable.)

Ask yourself 2 questions: Does the word end with cvc? Is the accent at the end?

Practice: Add -ing	Answers
drop	dropping
help	helping
sail	sailing
permit	permitting
open	opening
forget	forgetting
plan	planning
wait	waiting
drive	driving
give	giving

Add -ing, add -s, add -ed			
play	playing	plays	played
enjoy	enjoying	enjoys	enjoyed
try	trying	tries	tried

LESSON 7

LEVEL Q

TERM 5

Test 2 on verb forms

Fill in the 2 past forms of the verb (the simple past and the past participle)

1. forget
2. ride
3. come
4. break
5. drink
6. have
7. run
8. drive

In these sentences, use the present perfect wherever possible. (have or has with the 3rd form of the verb.)

Use the simple past only if necessary.

1. We ______________________ (be) in class for an hour now.
2. He _______________________ (come) without his notebook almost every day so far.
3. They _________________________ to work in a taxi today.
4. The last time she was here, she ____________ my favorite dish.
5. She _______________________ (drive) a stick-shift car, but not an automatic transmission.

LESSON 8

LEVEL Q

TERM 5

STUDENT DIALOG, USING IDIOMS (From Chap. 6)

Newlyweds:
Wife: I can't figure out why your pocket money is always finished so quickly.

Husband: Let's get to the bottom of this once and for all. You never help me to fix our car. You keep all your money, and I use most of mine for the car.

Wife: I can't make sense of your story. Do you mean you fix your car every week? I can't believe that.

Friend: When I got married, I was just like you. I didn't know the ropes, but now after 10 years of marriage, I think I can help you. You have to keep records. Then you can gather from the information how much you will need in your budget to fix the car.

Nicholas Fianu, Carmen Lora, Tony Rodriguez

****

Two women

A: I have a big problem. My husband and I want a divorce.

B: I can't figure out why. You just got married 6 months ago.

A: I've been trying to understand him, and his attitude just dawned on me.

B: Did you get to the bottom of the problem?

A: Yes. I would like to have children, but he doesn't want to.

B: Well, he probably thinks that you need to wait a little longer to have children. You should think about the ins and outs of divorce. Please try to catch on to your husband's goals. If it's necessary, you can get help from a marriage counselor, and make sense of the problem.

Lucy Chavez, Noemy Duran

LESSON 8 (Cont'd)

LEVEL Q

TERM 5

Two friends, in the cafeteria

A: How difficult do you think that Math class is?

B: I think it is so difficult to catch on to some of the problems that the teacher puts on the blackboard.

A: Sometimes I can't figure out how to resolve the problems at all.

B: In some cases, the teacher only scratches the surface of the subject.

A: You're right. The teacher makes us think and read between the lines. We have to figure them out by ourselves.

B: Yes, that's why I need more time to study after cl[illegible] I have to get things by myself.

A: I suppose that we have to study so that we know t[illegible] ropes, to survive in the course.

Altagracia Anderson, Pilar Sedano

LESSON 9

LEVEL Q

TERM 5

The Legend of Sleepy Hollow

The ghost was called the Headless Horseman of Sleepy Hollow.

A man named Ichabod Crane came to Sleepy Hollow as a teacher. He was tall and thin. In that part of the country, the teacher lived in the homes of the children. He went to all their farms for a week at a time. People were glad to see him because he carried the news from house to house.

Ichabod believed all the stories about ghosts. He loved to sit in front of a fire on long winter evenings and talk about ghosts, haunted houses, and the Headless Horseman. But then, as he walked home, he sometimes jumped in fear of a bush covered with snow, or at the sound of his own steps.

One evening each week, young people came to Ichabod's singing class. One was a pretty girl named Katrina Van Tassel. She was the daughter of a rich farmer, and Ichabod wondered how he could win her.

Many young men were trying to win Katrina. One was a big man named Brom Van Brunt. He was strong, and he liked to play tricks on people. He was always ready for a fight, so whenever Brom's horse was outside Van Tassel's farm, everyone else kept away.

But Ichabod was the singing teacher, so he often visited the farm, and he sat with Katrina or walked with her.

LESSON 10 (Cont'd)

LEVEL Q

TERM 5

The Legend of Sleepy Hollcw

One day, Ichabod was invited to a party at the Van Tassel farm. He took a long time to get ready for the party, and he borrowed a horse.

When he arrived, people from all over the country were there. Brom Van Brunt was there too. At the party, there were cakes, pumpkin pies, and many good foods. Ichabod ate all he could. He smiled at the thought of owning all this farm some day.

Katrina danced with him and smiled, while Brom sat by himself in a corner. After the dance, Ichabod and some of the older people told stories about ghosts.

Many people had heard terrible cries near the tree by the church. Most of the stories were about the Headless Horsemen. Many people had seen this ghost. One said he had met the Horseman on his ride into Sleepy Hollow. Then Brom said he had met the Horseman and had raced with him. But the Horseman had rushed on at the bridge by the church and disappeared in a flash of fire.

At last the party ended. Ichabod stayed to speak to Katrina. Then he went to his horse.

LESSON 10 (Cont'd)

LEVEL Q

TERM 5

The Legend of Sleepy Hollow

As he rode, he thought of all the stories about ghosts.When he was near the church and the tree, he heard a noise. He began to shake, but it was only the wind.

Near the tree, there was a bridge over a small river. As he came near the bridge, Ichabod's heart began to jump. He tried to rush across it, but his horse jumped into the bushes beside the road.

Just at this moment, Ichabod heard a step, and saw something black.

"Who are you?" Ichabod called. There was no answer. Then the black thing moved. It was a large man on a black horse. He stayed on one side of the road and moved when Ichabod's horse moved.

Ichabod remembered Brom's meeting with the Headless Horseman. Ichabod moved faster, and the other came just as fast. Then Ichabod saw the man more clearly. He was headless! The horseman carried his head in front of him!

LESSON 10 (Cont'd)

LEVEL Q

TERM 5

The Legend of Sleepy Hollow

Ichabod kicked his horse, and the old horse began to run. The horseman stayed right behind him.

"I am safe if I can reach the bridge," Ichabod thought. He heard the black horse behind him as he rushed over the bridge.

Then Ichabod looked back. The Headless Horseman threw his head at Ichabod! He fell onto the ground, and the two horses and the ghost passed by like the wind.

The next morning, the old horse was found, but there was no school teacher. People started to hunt for him. They saw the marks from his horse's shoes, and they found Ichabod's hat by the river. Beside the hat was a broken pumpkin. They hunted in the river, but didn't find the teacher's body.

People decided that the Headless Horseman had taken Ichabod away.

Soon after, Brom Van Brunt married the beautiful Katrina. He always laughed loudly when people spoke of Ichabod and the pumpkin. Some people thought that Brom knew something about it. But the old people say that Ichabod was taken away in some strange way. The story is often told in front of a fire on cold winter evenings.

LESSON 10

LEVEL Q

TERM 5

TENSES REVIEW

Future tenses

I. Going to: A. Sometimes means immediately.
He's going to do it now.

am going to +
is
are

B. Simple future action.
He's going to do it next week.

II. Will: A. Simple future action.
She'll go on vacation in July.

will +basic

B. Promise (with emphasis in speaking.)
I will finish that work.

LESSON 11

LEVEL Q

TERM 5

Expressing a point of view:

TV PROGRAMS

Some of the TV programs are good, because we can learn and know a lot of things.

When I turn on the TV, I prefer to watch a program that makes me learn, like "Learning to Read." If I have a problem in reading, I can solve it. For example, I can learn more about pronunciation and I can know new words.

I prefer the programs for children. They are more educational. For example, in "Sesame Street" and "Barney," I can learn what the children like to do and the kinds of games they like.

The other shows that I like are those where I have to think, like "Wheel of Fortune." In that program, I can figure out the words that are missing.

I enjoy the TV programs, because I choose them carefully, and I can use them in my real life

Altagracia Anderson

LESSON 11 (Cont'd)

LEVEL Q

TERM 5

MARRIAGE VS. LIVING TOGETHER

As a Christian, I do not agree about living together before marriage. There should be no sex before marriage, because it is a sin to do that.

Living together before marriage is like a contract; there is no deep commitment. One can pack and leave anytime. I see a lack of family values and of the joy that God wants us to have.

I think people are afraid of commitment simply because they think marriage is a burden. The way I see it is that they don't love one another enough to trust that they can be life partners.

Marriage is a special relationship between a man and woman, which God ordained in the beginning. It is a beautiful thing that God has given to a man, that he meet a woman whom he likes. He should court her first and then ask her parent for her hand to marry her. Things went on like this between a man and a woman in the early days, and the marriage lasted for a life time.

But what brought the big changes in marriage these days? I think the problem is that people look for the wrong motive, and they end up divorced. We all look for some qualities in our partners, but we shouldn't expect too much from one another.
If we value our marriage, we can live together happily.

Nicholas Fianu

LESSON 11 (Cont'd)

LEVEL Q

TERM 5

YOUNG PEOPLE TODAY

The young people today are very difficult to understand because they have a lot of problems and they never want anybody to help them.

They need more help at home. The parents need to have control of when they go out at night and the time when they come back. The parents have to attend school meetings and know how the children are doing.

Young people need more communication at home. Sometimes they don't want to attend school and don't listen to their parents talk to them about that.

I think if they speak more in the family and dialogue with their parents, the problems will be less for everybody.

Lucy Chavez

LESSON 11 (Cont'd)

LEVEL Q

TERM 5

MARRIAGE VS. LIVING TOGETHER

Men and women are putting marriage in jeopardy by getting married too soon, because there is too much stress now in having to live under old society rules.

The couple used to live near parents who could help them.

In the past only men had to work. That gave women more relaxing time at home, so they had more time to spend with their husbands. Now, both have to work. Clearly there is no time to relax, because the women still have to work at home, once they finish at their jobs. This brings stress.

In modern times, men and women have chosen not to get married at least for some years. They say that living together brings more understanding of life without having to spend so much money in getting married. They also say that the number of people getting divorced are higher than the number who separate and never got married.

Say a couple has been seeing each other as boyfriend and girlfriend for 6 months. Now should be the time to decide to live together and at the same time decide that in the near future they should be married. How many years does near future mean? To me, it would be about 3 years.

Living together for some time should be the basis of getting married.

Tony Rodriguez

LESSON 11 (Cont'd)

LEVEL Q

TERM 5

U.S. SCHOOLS

The school system in the United States has many problems and many young people are suffering from them.

Some schools have too many students in one class. Sometimes you can see about thirty students in one class. Those teachers try their best, but it is impossible for them to teach 5 or 6 classes well during the day.

You can see that they don't have enough time to dedicate to the students who can't understand a subject so easily. For example, my friend's daughter is good in other subjects, but she doesn't like math at all. She tries to pay attention, but she can't understand. Her mother has to spend at least one hour with her on whatever she did in class that day.

The school system depends a lot on where it is located. Some of them have more activities, so that the students can spend their free time there. The schools may be nearby, but they are located in areas where the residents pay more taxes, so the schools are better.

I know that some schools have after-school programs so that some of the students help others with their assignments or whatever they don't understand.

But I think the school system should give everyone the same opportunities to learn. Education for everyone should be the same.

Pilar Sedano

LESSON 11 (Cont'd)

LEVEL Q

TERM 5

MARRIAGE VS. LIVING TOGETHER

As a Christian, I do not agree about living together before marriage. There should be no sex before marriage, because it is a sin to do that.

Living together before marriage is like a contract; there is no deep commitment. One can pack and leave anytime. I see a lack of family values and of the joy that God wants us to have.

I think people are afraid of commitment simply because they think marriage is a burden. The way I see it is that they don't love one another enough to trust that they can be life partners.

Marriage is a special relationship between a man and woman, which God ordained in the beginning. It is a beautiful thing that God has given to a man, that he meet a woman whom he likes. He should court her first and then ask her parent for her hand to marry her. Things went on like this between a man and a woman in the early days, and the marriage lasted for a life time.

But what brought the big changes in marriage these days? I think the problem is that people look for the wrong motive, and they end up divorced. We all look for some qualities in our partners, but we shouldn't expect too much from one another.

Nicholas Fianu

LESSON 11 (Cont'd)

LEVEL Q

TERM 5

YOUNG PEOPLE TODAY

People do not come into this world as bad people, but children and teenagers today have a lot of influences to be worse than we expected.

The world around them makes them worse every day. Big cities, less control by parents, sometimes badly chosen friends, drugs, TV, violence, all have a big influence on their young characters. They catch the bad language and easy living without any respect or responsibility, very fast.

We can't only base our opinions of young people on the video tape which we saw in class. The video showed us a big group of very active children who worked to make the environment cleaner and safer. These actions were arranged by the TV program, "Nickelodeon." Of course it means something, but everything on the tape only scratched the surface of the big problems that there really are.

Our future, our children-- whom we still believe will help us when we are old --now seem to be different than we expected. Not all of them, of course. Everything depends on what roots they have, what the family is, what kind of education they get.

Children are born like a virgin stone which changes during the life of a sculptor. We parents and adults are responsible for the kind of young people that we shape. If we are not able to stop them at the right moment and turn them to the right way of life, we are going to lose them forever.

Halina Gorecka

LESSON 11 (Cont'd)

LEVEL Q

TERM 5

YOUNG PEOPLE TODAY

The mass media is interested in looking for sensation and exaggerating problems of violence.

The press, TV, and radio inform us about violence in schools and on the street when young people are involved. We are extremely disappointed when we hear about it, but probably 60-80 years ago there were the same proportions of problems, when we compare the population.

But this same media does not often inform us about good things connected to young people. For example, who knows about teenagers who developed mathematical theories of games or wrote new computer programs?

When we hear the good things we are not interested, because sometimes we don't know what they mean or what they are for.

Sometimes young people do some public work, for example, cleaning Long Island Sound shore.

I believe the mass media create bad opinions about young people that are not all true.

Tad Janicki

LESSON 11 (Cont'd)

LEVEL Q

TERM 5

WORKING AT SEMI ALLOYS

Semi Alloys is a good place to work and continue to improve yourself and get experience.

You can work and learn at the same time. For example, there are some departments that teach you how to operate a machine, or how to do data entry and graphics on the computer. You can also learn the different types of solutions in the lab department.

Another benefit is that Semi Alloys reimburses the money for your studies in school or college.

When the company has an opening in any department, they give you the opportunity to apply for a better position.

Another thing is that there is a lot of overtime for the people who need to work extra hours. The only thing that I don't like is too much work, and sometimes I have to work extra hours. It is hard for me because I have two daughters to take care of, and I feel bad when I have to get home late.

In conclusion, I think Semi Alloys is a good place to work and to get education and experience for other jobs.

Liliana Campo

LESSON 12

LEVEL Q

TERM 5

ADVICE (to self or others)

I should take the car to the garage.
You " " " " " " "
I ought to take the car to the garage.
You " " " " " " " "

SUGGESTION

You could rent a car, or you could ride with me.

MAKING GUESSES

PROBABILITY: You were up late. You must be tired.

POSSIBILITY: I don't know that woman. She could be a new teacher.

SMALL POSSIBILITY: She might be a supervisor.

FUTURE

FUTURE PROBABILITY: The train is usually on time. It should come soon.

FUTURE PROMISE OR CERTAINTY: I will go.

CONDITIONAL: I will go if I can. = (Possibly going.)
I would go if I could.= (I'm not going)

LESSON 12 (Cont'd)

LEVEL Q

TERM 5

PASTS OF MODALS

Used in reported speech. Start any of the sentences above with the words, "He said that...." ,
"He asked if....."
and change the modals as follows:

can	could
must (obligation)	had to
have to	had to
will	would

LESSON 13

LEVEL Q

TERM 5

THINGS TO LEARN-- FROM STUDENT ERRORS AND QUESTIONS--LEVEL Q

Adjectives talk about (describe) nouns. They come before the noun or after some form of the verb "to be" (is, are, was, were, etc.), to describe the noun before the verb.

Here is my new sweater.
It is pretty.

Adverbs talk about (describe) verbs, adjectives or other adverbs. They answer questions like how? when? where? to what degree?
He ran slowly. (Describes ran--tells how he ran.
She is very beautiful. (very describes beautiful--tells what degree of beautiful. Beautiful is an adjective that describes she.)

In the sentences below, the word that is underlined is the word that is being described. Choose the correct word to describe it.

1. (good, adj.; well, adv.) This is a _____________ book.
I can understand it very ___________.

2. (sure, adj.; surely, adv.) My boss was _____________ happy to get the report.
She is ______________ of herself.

3. (special, adj.; especially, adv.) I _______________ want to see my father.
It is his ______________ day.

4. (nervous, adj.; nervously, adv.) He smiled ____________.
He was ______________ about the test.

5. (real, adj.; really, adv.) This is a __________ diamond.
This is a ____________ good story.

****

Remember that verbs are basic form after to. Correct these:
6. He had to left.
7. She wants to spends her vacation there.

LESSON 13 (Cont'd)

LEVEL Q

TERM 5

****

Questions can start with is. Statements cannot start with is. Fill in the missing word:

8. Is my dream to go there.

****

Learn these phrases:
in the afternoon
a lot of
thinking of, or thinking about
pay for

P. 2 THINGS TO LEARN FROM STUDENT ERRORS AND QUESTIONS

Don't look at p. 1. See if you can fill in the missing words or correct the errors.

9. I have lot a work to do.
10. You can pay your food at this cashier.
11. I need to rest at the afternoon.
12. He's thinking to take a vacation.

******

Verbs after of phrases

The book of matches is on the table.
Explanation: The subject of the sentence is book.
The phrase of matches just tells what book.
The verb is singular because the subject is singular.
To figure out these sentences, cover the of phrase:
The book .... is on the table.

13. (was, were) The room full of children ________ noisy.
14. The parents of that child ________ here last week.

****

Answers: 1. good, well 2. surely, sure 3. especially, special 4. nervously, nervous 5. real, really 6. He had to leave. 7. She wants to spend her vacation there. 8. It is my dream to go there. 9. I have a lot of work to do. 10. pay for your food 11. rest in the afternoon 12. thinking of taking 13. was 14. were

POST TEST

LEVEL Q

TERM 5

Name____

Write the correct tense: past or past perfect (had + the third form of the verb).

1. My department (already begin) ____________________________ to

work when I (get)_____________________ there this morning.

2. Right away, I (see) ___________________________ that somebody

(steal)______________________ my equipment.

3. I (show) ________________________ my boss where it

(be)__________________ last night when I left.

4. He (begin)_____________________________ to look around, and

discovered that the thief (tear) ______________________ some of

the orders.

5. The boss (find)______________________ some of my things where

the thief (hide) __________________________them. The thief must have

planned to come back later.

POST TEST (Cont'd)

LEVEL Q

TERM 5

Give the 2 past forms of the verbs.

	Simple past	Past Participle (used with have, has, had)
1. fall		
2. grow		
3. ring		
4. throw		
5. fly		
6. freeze		
7. tear		
8. show		

POST TEST 2

LEVEL Q

TERM 5

Name______________________________________

USING MODALS

I. Choose one of these words to use in each question below: could, should, had better

1. Laura just burned her hand. Give her some advice (that is, your opininon of what is best to do.)

2. Bill is going to a party after work. He always drinks a lot of alcohol at parties. Advise him about driving home.

3. Hal: I need $20, but I won't have time to go to the bank this noon.
(Make suggestions): "You ___________ borrow it from a friend, or you _________ ask the boss for a little extra time at lunch.

II. 4. Which person below is still trying to decide about doing the job today?

A. I must do that job today.
B. I should do that job today.
C. I have to do that job today.
D. I won't do that job today.

III. Use these words to make predictions or guesses: must, could, should.

5. A: "Juan is going to be promoted to supervisor next month."
B: "He has a nice personality and good skills.
He _____________ do well in his new job." (Make a prediction.)

6. Yesterday, Maria promised to do this job today. She's a very reliable worker, but she's not here today.
She _________________ be sick. (Show that you feel sure.)

7. A: "What country is the new employee from?"
B: "Her name is Katrina. She ___________ be from Holland or maybe from Russia." (Make a guess.)

POST TEST 2

LEVEL Q

TERM 5

Name____________________________________

Use could or must:

8. It's 9 a.m. I hear somebody coming. It __________ be the super or it ___________ be my new helper.

9. It's 11 a.m. I hear somebody coming. It _____________ be the super because he always comes at this time.

10. Helen said, " I have a problem. I need to work this week, but my child is sick."
    Her friend said, "Well, you _____________ ask your mother-in-law to help you."

POST TEST 3

LEVEL Q

TERM 5

Name________________________________

USING THE SIMPLE TENSES

Jose is a manager. He usually (begin)____________ work very early. But he (stay, neg)________________ late very often, because his friend, Reba, (pick) ______________him up in her car at 4.15 pm every day.

Last week, Reba (arrive, neg.)__________________ at 4.15. Jose (know, neg.) ___________________ why. What time (she come?)__________________? At 5 p.m. While he was waiting, Jose (think) _______________ about his work.

" Tomorrow I (write)__________________ a new report, but I (finish, neg.) _______________________ it until next week, so I can do it very well."

He started to plan the report. Later he (look)___________ Out the window.

"Oh, good. Reba (come)______________________down the street now. Why (she drive)________________ so slowly? I can see that she (smile, neg.) ________________________. Maybe the car is damaged."

"I'm glad she (have) _________a brother. We may need to call him to come. It's late, but I _____ happy about my report plan."

POST TEST 4

LEVEL Q

TERM 5

Name ____

IV. ADVANCED TENSES USAGE

In the sentences below, use the advanced past tenses wherever possible.

Raul is a manager. He (manage)________________ Department A for a long time, but he (learn, neg.)____________________ much about other departments. So last week, he was surprised. While he and John, a young super in Department B (talk)_____________________, John suddenly (shout)______________________ at a worker. The startled worker (drop)________________________ the lids that she (complete)______________________ a few minutes before.

Raul wanted to ask John, "(You ever study)__________________ any psychology?" And Raul wanted to say, "That worker surely (do, neg.) _______________________ anything so terrible before you (shout)____________________ at her!"

But instead, Raul went back to his department, while the worker (still shake)________________________ with fright. He decided to talk with John after work.

POST TEST 5

LEVEL Q

TERM 5

Name ______________________________

V. USING A REFERENCE CHART TO CHECK ANSWERS

Below are the same sentences as in Part IV. Take your chart of Advanced Past Tenses, and fill in the answers again.

Raul is a manager. He (manage)________________ Department A for a long time, but he (learn, neg.)____________________ much about other departments. So last week, he was surprised. While he and John, a young super in Department B (talk)_____________________, John suddenly (shout)______________________ at a worker. The startled worker (drop)_______________________ the lids that she (complete)______________________ a few minutes before.

Raul wanted to ask John, "(You ever study)__________________ any psychology?" And Raul wanted to say, "That worker surely (do, neg.) _______________________ anything so terrible before you (shout)____________________ at her!"

But instead, Raul went back to his department, while the worker (still shake)________________________ with fright. He decided to talk with John after work.

How many answers do you think you changed this time? ________

Do you think the chart helped you? __________

POST TEST SCORES

LEVEL Q

TERM 5

All students passed the sections on understanding the meanings of modal auxiliaries.

Overall scores, including advanced tenses:

Score	# Students
90	3
80	2
70	1
60	3
40	1

Comment: The low score was for a student whose job demands kept him from attending regularly.

PROGRESS REPORTS

LEVEL Q

TERM 5

Students Identified by Roman Numeral only

Note: Level Q is the highest level. Since the curriculum should continue to be based on student/instructor assessment of needs, only those who have revealed no weaknesses in use of standard English received a 7. Those with 6/7 are very competent. If the class continues, they would profit from individualized work for fine-tuning their skills, such as through free writing.

Progress Scale: 8 points as follows:

7 Excellent progress. Ready for the next level.
6 " " Continue at this level because_____________
5 Good progress in all areas. Continue at this level.
4. Good progress in several areas:______________________________
3. Fair progress. Might improve if______________________________
2. Fair progress. Background weak for this level.
1 Poor progress. Possible reasons:______________________________
0 Stopped attending. No score given at this time.
****

(7) Student I. Performs very well on tests and in writing. Is quiet in class, but speaks correctly.

(7) Student II. Performs well on tests and in writing, although the writing is often shorter than that of others. Is quiet in class, but speaks correctly.

(6/7) Student III. Fluent in speech and writing. Could use individualized work in self-correction and editing, and continue learning past participles and their use.

(6/7) Student IV. Very fluent in speech and writing. Could use highly skilled help in accent reduction. Wants more help in writing, but does well in this area.

(6/7) Student V. Low attendance, due to work demands. Speaking and writing are usually correct. Sometimes needs encouragement to expand upon and explain his ideas.

PROGRESS REPORTS

LEVEL Q

TERM 5

(6) Student VI. Very fluent in speech and writing. Has learned more about advanced structures. Could profit from continuing work in free writing and editing.

(6) Student VII. Very fluent in speaking and writing. Would profit from practice in editing and in self-correcting errors in writing, such as plurals.

(5) Student VIII. Is very fluent. Needs much practice in using correct structures, both orally and in free writing.

(3/4) Student IX. Background somewhat weaker than most in this level. Improving in listening comprehension. Sometimes shows first-language interference (e.g., uses words and expressions that are incorrect translations.)

(3/4) Student X. Frequent absence, due to work demands. Expresses complex ideas interestingly and intelligibly. Very good aural comprehension. Needs to continue learning correct basic structures of English.